

PUBLIC SCHOOLS COMMISSION
FIRST REPORT: VOLUME 2

CORRECTION

Page 130 *For T. Newington read Sir Arthur Norrington*

October, 1968



LONDON: HER MAJESTY'S STATIONERY OFFICE

APPENDIX 1

METHOD OF WORKING

1. We obtained information and evidence in a variety of ways:—

- (i) We sent questionnaires to all independent schools in membership of the Headmasters' Conference (H.M.C.), the Association of Governing Bodies of Public Schools (G.B.A.) and the Association of Governing Bodies of Girls' Public Schools (G.B.G.S.A.) and to a sample of other independent secondary schools and maintained secondary boarding schools. In the case of Headmasters' Conference schools, the questions were supplementary to those already asked of the schools in a survey sponsored by the H.M.C., the results of which were published in 1966¹. The replies to our questionnaires are summarised in Appendix 6.
- (ii) We invited evidence from a wide range of bodies having a possible interest in our terms of reference. Copies of the letter of invitation and accompanying questionnaires, a list of bodies which responded and a selection of extracts from the evidence received are all included in Appendix 7.
- (iii) We obtained information about the recruitment and careers of former public school pupils and others from H.M. Treasury, H.M. Diplomatic Service, the Ministry of Defence and a selection of employing and professional bodies. Some of the information is embodied in the report (Volume I) and some is set out in Appendix 8.
- (iv) We asked local education authorities, government departments, and a selection of nationalised industries and other employers for information about assistance given to parents towards the cost of boarding education. The results are referred to in Part Three of the report (Volume I).
- (v) We visited a cross-section of schools (independent and maintained) and had discussions with staff and pupils. A list of schools visited is in Appendix 3.

2. When we were appointed, Dr. Royston Lambert was already engaged at King's College, Cambridge, on research into boarding education sponsored by the Department of Education and Science. His initial findings, including those published in "The State and Boarding Education"² provided us with valuable background information. We thought it necessary to reinforce this by asking the Department to sponsor further research by Dr. Lambert and his colleagues at the Research Unit into Boarding Education as a continuation and development of his original project, to include girls' schools, preparatory schools, and further studies into the need and demand for boarding education. The results of his research will be published separately and are not therefore included as Appendices, with the exception of a paper on need and demand for boarding education, reproduced as Appendix 9.

¹ "The Public Schools—A Factual Survey": Graham Kalton (Longmans, Green & Co. Ltd. 1966).

² Methuen, 1966.

3. In order to be informed also about the finances of independent schools, we associated ourselves with research into the finance of education already being undertaken by the Unit for Economic and Statistical Studies on Higher Education at the London School of Economics. Mr. Howard Glennerster has been directly responsible for this aspect of the Unit's work. His findings are reproduced as Appendix 12.

APPENDIX 2

LIST OF SCHOOLS INCLUDED IN TERMS OF REFERENCE

Our terms of reference included all independent schools in membership of the Headmasters' Conference (H.M.C.), the Association of Governing Bodies of Public Schools (G.B.A.) and the Association of Governing Bodies of Girls' Public Schools (G.B.G.S.A.). Membership of these bodies (independent schools only) when we were appointed is shown in Section 1 below. Changes in membership since our appointment are shown in Section 2.

Section 1

Notes

1. In the following list of public schools, the religious denomination of the schools is shown in the second column. Denominational character has been determined in the following way: first, if the school's instrument of foundation prescribes a denominational character, this denomination is taken; secondly, if it cannot be determined in this way, the denomination is taken as that of the school's weekday services. The category "Inter-denominational" has been used for those schools which specifically provide for more than one denomination in their arrangements for worship. Following is a key to the abbreviations:—

C.E.	Church of England	J.	Jewish
Ch.S.	Christian Science	Meth.	Methodist
C.W.	Church in Wales	Mor.	Moravian
C.S.	Church of Scotland	R.C.	Roman Catholic
Cong.	Congregational	S.F.	Society of Friends
Ep.	Episcopalian	U.	Undenominational
Int.	Inter-denominational		

2. Details of the numbers of pupils and the fees charged in January, 1967, at each boarding school in England and Wales are set out in Appendix 14. References to Appendix 14 are given in the third column of the following list—a letter for the region and a number for the school. Details of schools in Scotland (marked x) are given in Appendix 17. Details of day schools (marked †) will be given in our second report. Schools which had ceased to be public schools (as defined) in January, 1967, are marked *.

Section 1

	Denom.	Ref. No. App. 14		Denom.	Ref. No. App. 14
<i>Boys</i>					
Abbotsholme School, Uttoxeter, Stafford- shire	U.	E.6	City of London School, London, E.C.4.	U.	†
Aldenham School, Elstree, Hertford- shire	C.E.	G.34	Clayesmore School, Blandford, Dorset	C.E.	H.13
Allhallows School, Lyme Regis, Dorset	C.E.	H.4	Clifton College, Bristol,	C.E.	H.22
Ampleforth College, York	R.C.	A.5	Gloucestershire	C.E.	H.25
Ardingly College, Haywards Heath, Sussex	C.E.	G.98	Colston's School, Bristol,	C.E.	H.25
Beaumont College, Old Windsor, Berkshire	R.C.	G.4	Gloucestershire	C.E.	G.83
Bedford School, Bedford	C.E.	G.2	Cranleigh School, Surrey	C.E.	H.26
Berkhamsted School, Hertfordshire	C.E.	G.35	Dean Close School, Cheltenham,	C.E.	E.7
Bishop's Stortford College, Hertford- shire	U.	G.37	Gloucestershire	C.E.	G.6
Bloxham School, Banbury, Oxford- shire	C.E.	G.74	Denstone College, Uttoxeter, Staffordshire	C.E.	G.49
Blundell's School, Tiverton, Devon	C.E.	H.5	Douai School, Woolhampton, Berkshire	R.C.	H.32
Bootham School, York	S.F.	B.1	Dover College, Kent	C.E.	G.61
Bradfield College, Berkshire	C.E.	G.5	Downside School, Stratton-on-the- Fosse, Somerset	U.	A.2
Brighton College, Sussex	C.E.	G.99	Dulwich College, London, S.E.21	C.E.	G.101
Bromsgrove School, Worcestershire	C.E.	E.19	Durham School, Durham	Int.	x
Bryanston School, Blandford, Dorset	C.E.	H.11	Eastbourne College, Sussex	C.E.	E.1
Canford School, Wimborne, Dorset	C.E.	H.12	Edinburgh Academy, Edinburgh, 2	C.E.	G.84
Carmel College, Wallingford, Berk- shire	J.	G.75	Ellesmere College, Shropshire	C.E.	G.18
Charterhouse School, Godalming, Surrey	C.E.	G.80	Epsom College, Surrey	C.E.	G.24
Cheltenham College, Gloucestershire	C.E.	H.20	Eton College, Windsor, Berkshire	Int.	x
Chigwell School, Essex	C.E.	G.23	Felsted School, Dunmow, Essex	C.E.	G.63
Christ College, Brecon	C.W.	I.1	Fettes College, Edinburgh, 4	U.	B.8
Christ's Hospital School, Horsham, Sussex	C.E.	G.111	Forest School, London, E.17	U.	x
			Giggleswick School, Settle, Yorkshire	Ep.	x
			Glasgow Academy, Glasgow, W.2	Ep.	x
			Glenalmond, Trinity College, Perthshire		
			Gordonstoun School, Elgin, Morayshire		

Section 1

	Denom.	Ref. No. App. 14		Denom.	Ref. No. App. 14
Grenville College, Bideford, Devon	C.E.	H.6	Loretto School Musselburgh, Midlothian	C.E.	x
Gresham's School, Holt, Norfolk	C.E.	F.4	Malvern College, Worcestershire	C.E.	E.22
Haileybury and Imperial Service College, Hertford	C.E.	G.39	Marlborough College, Wiltshire	C.E.	H.46
Harrow School, Middlesex	C.E.	G.64	Merchant Taylors' School, Northwood, Middlesex	C.E.	G.40
Highgate School, London, N.6	C.E.	G.65	Merchiston Castle School, Edinburgh, 13	C.S.	x
Hurstpierpoint College, Sussex	C.E.	G.103	Mill Hill School, London, N.W.7	U.	G.67
Ipswich School, Suffolk	C.E.	F.7	Milton Abbey School, Blandford, Dorset	C.E.	H.15
John Lyon School, Harrow, Middlesex	U.	†	Monkton Combe School, Bath, Somerset	C.E.	H.37
Kelly College, Tavistock, Devon	C.E.	H.7	Mount St. Mary's College, Spinkhill, Derbyshire	R.C.	D.1
King's College School, London, S.W.19	C.E.	G.66	Nautical College, Pangbourne, Berkshire	C.E.	G.10
King's College, Taunton, Somerset	C.E.	H.34	Nottingham High School, Nottingham	U.	†
King's School, Bruton, Somerset	C.E.	H.35	Oratory School, Woodcote, Berkshire	R.C.	G.77
King's School, Canterbury, Kent	C.E.	G.51	Oswestry School, Shropshire	C.E.	E.3
King's School, Ely, Cambridgeshire	C.E.	F.1	Oundle School, Peterborough, Northamptonshire	C.E.	D.7
King's School, Gloucester	C.E.	H.27	Prior Park College, Bath, Somerset	R.C.	H.38
King's School, Macclesfield, Cheshire	U.	†	Queen's College, Taunton, Somerset	Meth.	H.39
King's School, Rochester, Kent	C.E.	G.52	Radley College, Abingdon, Berkshire	C.E.	G.12
Kingswood School, Bath, Somerset	Meth.	H.36	Ratcliffe College, Leicestershire	R.C.	D.6
Lancing College, Sussex	C.E.	G.112	Reed's School, Cobham, Surrey	C.E.	G.89
Langley School, Norwich, Norfolk	U.	F.5	Rendcomb College, Cirencester, Gloucestershire	C.E.	H.28
Leighton Park School, Reading, Berkshire	S.F.	G.9	Repton School, Derbyshire	C.E.	D.3
Leys School, Cambridge	Meth.	F.2	Rishworth School, Halifax, Yorkshire	C.E.	B.11
Liverpool College, Lancashire	C.E.	C.4			
Llandovery College, Carmarthenshire	C.E.	I.3			
Lord Wandsworth College, Basing- stoke, Hampshire	U.	G.29			

Section 1

	Denom.	Ref. No. App. 14		Denom.	Ref. No. App. 14
Rossall School, Fleetwood, Lancashire	C.E.	C.5	Silcoates School, Wakefield, Yorkshire	Cong.	B.13
Royal Masonic School, Bushey, Hertfordshire	C.E.	G.43	Solihull School, Warwickshire	C.E.	E.15
Royal Merchant Navy School, Wokingham, Berkshire	C.E.	G.13	Stonyhurst College, Whalley, Lancashire	R.C.	C.6
Rugby School, Warwickshire	C.E.	E.13	Stowe School, Buckingham	C.E.	G.21
Ruthin School, Denbighshire	U.	I.6	Strathallan School, Forgandenny, Perthshire	U.	x
Rydal School, Colwyn Bay, Denbighshire	Meth.	I.7	Sutton Valence School, Kent	C.E.	G.58
St. Bees School, Cumberland	C.E.	A.1	Taunton School, Somerset	Cong.	H.43
St. Benedict's School, London, W.5	R.C.	†	Tettenhall College, Staffordshire	Int.	E.9
St. Dunstan's College, London, S.E.6	C.E.	†	Tonbridge School, Kent	C.E.	G.59
St. Edmund's School, Canterbury, Kent	C.E.	G.54	Trent College, Long Eaton, Nottinghamshire	C.E.	D.5
St. Edward's School, Oxford	C.E.	G.78	Truro Cathedral School, Cornwall	C.E.	H.2
St. George's School, Harpenden, Hertfordshire	Int.	*	University College School, London, N.W.3	U.	†
St. George's College, Weybridge, Surrey	R.C.	G.92	Uppingham School, Rutland	C.E.	D.11
St. John's School, Leatherhead, Surrey	C.E.	G.93	Warwick School, Warwick	C.E.	E.16
St. Lawrence College, Ramsgate, Kent	C.E.	G.55	Wellingborough School, Northamptonshire	C.E.	D.9
St. Paul's School, London, W.14	C.E.	G.72	Wellington College, Crowthorne, Berkshire	C.E.	G.17
St. Peter's School, York	C.E.	B.6	Westminster School, London, S.W.1	C.E.	G.73
Scarborough College, Yorkshire	Int.	A.6	Whitgift School, Croydon, Surrey	U.	†
Sebright School, Wolverley, Worcestershire	C.E.	E.25	Winchester College, Hampshire	C.E.	G.32
Sedbergh School, Yorkshire	U.	B.12	Worksop College, Nottinghamshire	C.E.	D.10
Sevenoaks School, Kent	U.	G.57	Wrekin College, Wellington, Shropshire	C.E.	E.5
Sherborne School, Dorset	C.E.	H.16	Wycliffe College, Stonehouse, Gloucestershire	C.E.	H.30
Shrewsbury School, Shropshire	C.E.	E.4			

Section 1

	Denom.	Ref. No. App. 14		Denom.	Ref. No. App. 14
<i>Girls</i>			Claremont School, Esher, Surrey	Ch.S.	G.81
The Abbey School, Malvern Wells, Worcestershire	C.E.	E.17	Cleveland School, Stockton-on-Tees, Co. Durham	U.	†
Abbot's Hill School, Hemel Hempstead, Hertfordshire	C.E.	G.33	Clifton High School for Girls, Bristol, Gloucestershire	U.	H.23
Alice Ottley School, Worcester	C.E.	E.18	Convent of the Holy Child Jesus School, Edgbaston, Warwickshire	R.C.	E.10
Ancaster House School, Bexhill, Sussex	C.E.	G.97	Convent of the Sacred Heart School, Hove, Sussex	R.C.	*
Ashford School, Kent	U.	G.46	Convent of the Sacred Heart School, Woldingham, Surrey	R.C.	G.82
Atherley School, Southampton, Hampshire	C.E.	†	Cranborne Chase School, Tisbury, Wiltshire	C.E.	H.44
Badminton School, Westbury-on-Trym, Gloucestershire	U.	H.19	Croft House School, Shillingstone, Dorset	C.E.	H.14
Bedford High School, Bedford	U.	G.1	Croham Hurst School, South Croydon, Surrey	Int.	†
Bedgebury Park School, Goud- hurst, Kent	C.E.	G.47	Derby High School, Littleover, Derbyshire	C.E.	†
Benenden School, Cranbrook, Kent	C.E.	G.48	Downe House School, Newbury, Berkshire	C.E.	G.7
Berkhamsted School for Girls, Hertfordshire	U.	G.36	Durham High School, Durham	C.E.	†
Brentwood School, Southport, Lancashire	C.E.	*	East Anglian School for Girls, Bury St. Edmunds, Suffolk	Meth.	F.9
Bruton School for Girls, Sunny Hill, Somerset	Int.	H.31	Edgbaston C. of E. College, Birming- ham, Warwickshire	C.E.	E.11
Burgess Hill P.N.E.U. School, Sussex	U.	G.106	Edgbaston High School, Birming- ham, Warwickshire	Int.	†
Casterton School, Carnforth, Lancashire	C.E.	A.4	Ellerslie School, Malvern, Worcestershire	C.E.	E.20
Channing School, London, N.6	U.	G.60	Elmslie Girls' School, Blackpool, Lancashire	C.E.	†
Charters Towers School, Bexhill, Sussex	U.	G.100	Eothen School, Caterham, Surrey	U.	†
Cheltenham Ladies' College, Gloucestershire	C.E.	H.21	Esdaile School, Edinburgh, 9	C.S.	x
Christ's Hospital School for Girls, Hertford	C.E.	G.38			
City of London School for Girls, London, E.C.4	U.	†			

Section 1

	Denom.	Ref. No. App. 14		Denom.	Ref. No. App. 14
Farnborough Hill Convent College, Hampshire	R.C.	G.28	Kingsley School, Leamington Spa, Warwickshire	C.E.	E.12
Farringtons School, Chislehurst, Kent	Meth.	G.62	Lady Eleanor Holles School, Hampton, Middlesex	C.E.	†
Felixstowe College, Suffolk	C.E.	F.6	Lawnside School, Malvern, Worcestershire	C.E.	E.21
Francis Holland School, London, N.W.1	C.E.	†	Lewes High School, Sussex	U.	†
Francis Holland School, London, S.W.1	C.E.	†	Lillesden School, Hawkhurst, Kent	U.	G.53
Gardenhurst School, Burnham-on-Sea, Somerset	C.E.	H.33	Lowther College, Abergele, Denbighshire	C.E.	I.8
Godolphin School, Salisbury, Wiltshire	C.E.	H.45	Malvern Girls' College, Worcestershire	C.E.	E.23
Greenacre School, Banstead, Surrey	U.	G.85	Micklefield School, Seaford, Sussex	U.	G.104
The Grove School, Hindhead, Surrey	C.E.	G.86	Moir House School, Eastbourne, Sussex	Int.	G.105
Guildford High School, Surrey	C.E.	†	Moreton Hall School, Oswestry, Shropshire	C.E.	E.2
Harrogate College, Yorkshire	C.E.	B.9	The Mount School, London, N.W.7	U.	G.68
Hawnes School, Haynes Park, Bedfordshire	U.	G.3	The Mount School, York	S.F.	B.4
Headington School, Oxford	C.E.	G.76	Newcastle-on-Tyne Church High School, Northumberland	C.E.	†
Heathfield School, Ascot, Berkshire	C.E.	G.8	Northwood College, Middlesex	U.	G.69
Hollington Park School, St. Leonards-on-Sea, Sussex	C.E.	G.102	Oakdene School, Beaconsfield, Buckinghamshire	C.E.	G.19
Howell's School, Denbigh	U.	I.4	Ockbrook School, Derbyshire	Mor.	D.2
Hull High School, Yorkshire	C.E.	B.2	Overstone School, Northamptonshire	U.	D.8
Hunmanby Hall Girls' School, Filey, Yorkshire	Meth.	B.3	Parsons Mead School, Ashtead, Surrey	Int.	G.87
Huyton College, Liverpool, Lancashire	C.E.	C.3	Penrhos College, Colwyn Bay, Denbighshire	Meth.	I.5
James Allen's Girls' School, London, S.E.21	U.	†	Pipers Corner School, High Wycombe, Buckinghamshire	C.E.	G.20
Kent College, Pembury, Kent	Meth.	G.50	Polam Hall School, Darlington, Co. Durham	S.F.	A.3
			Princess Helena College, Hitchin, Hertfordshire	U.	G.41

Section 1

	Denom.	Ref. No. App. 14		Denom.	Ref. No. App. 14
Prior's Field School, Godalming, Surrey	U.	G.88	St. Hilary's School, Alderley Edge, Cheshire	C.E.	C.1
Queen Anne's School, Caversham, Berkshire	C.E.	G.11	St. James's School, West Malvern, Worcestershire	C.E.	E.24
Queen Ethelburga's School, Harrogate, Yorkshire	C.E.	B.10	St. Joseph's Convent School, Reading, Berkshire	R.C.	G.14
Queen Margaret's School, Escrick, York	C.E.	B.5	St. Leonard's- Mayfield School, Mayfield, Sussex	R.C.	G.108
Queen's College, London, W.1	Int.	G.70	St. Leonard's and St. Katharine's School, St.	U.	x
Queenswood School, Hatfield, Hertfordshire	Meth.	G.42	Andrews, Fife	C.E.	H.9
Roedean School, Brighton, Sussex	C.E.	G.107	St. Margaret's School, Exeter, Devon	C.E.	E.14
Royal Masonic School for Girls, Rickmans- worth, Hertfordshire	U.	G.44	St. Martin's School, Solihull, Warwickshire	R.C.	G.15
The Royal Naval School, Haslemere, Surrey	C.E.	G.90	St. Mary's Convent, Ascot, Berkshire	R.C.	H.47
Royal School, Bath, Somerset	C.E.	H.40	St. Mary's Convent, Shaftesbury, Wiltshire	C.E.	G.109
St. Albans High School, Hertfordshire	C.E.	†	St. Mary's Hall School, Brighton, Sussex	C.E.	H.48
St. Audries School, West Quantoxhead, Somerset	C.E.	H.41	St. Mary's School, Calne, Wiltshire	C.E.	†
St. Brandon's School, Clevedon, Somerset	C.E.	H.42	St. Mary's School, Gerrards Cross, Buckinghamshire	C.E.	G.16
St. Catherine's School, Bramley, Surrey	C.E.	G.91	St. Mary's School, Wantage, Berkshire	C.E.	G.94
School of St. Clare, Penzance, Cornwall	C.E.	H.1	St. Michael's School, Limpsfield, Surrey	C.E.	G.113
St. Dunstan's Abbey School, Plymouth, Devon	C.E.	H.8	St. Michael's School, Petworth, Sussex	C.E.	G.26
St. Elphin's School, Darley Dale, Derbyshire	C.E.	D.4	St. Monica's School, Clacton, Essex	C.E.	†
St. Felix School, Southwold, Suffolk	C.E.	F.8	St. Paul's Girls' School, London, W.6	C.E.	G.56
St. George's School, Edinburgh, 12	Int.	x	St. Stephen's College, Broadstairs, Kent	C.E.	G.30
St. Helen's School, Northwood, Middlesex	C.E.	G.71	St. Swithun's School, Winchester, Hampshire	C.E.	I.2
			St. Winifred's School, Llanfairfechan, Caernarvonshire		

Section 1

	Denom.	Ref. No. App. 14		Denom.	Ref. No. App. 14
School of St. Mary and St. Anne, Abbots Bromley, Staffordshire	C.E.	E.8	Welsh Girls' School, Ashford, Middlesex	C.E.	G.96
Sherborne School for Girls, Dorset	C.E.	H.17	Wentworth Milton Mount School, Bournemouth, Hampshire	U.	G.31
Skellfield School, Thirsk, Yorkshire	C.E.	A.7	West Cornwall School, Penzance, Cornwall	Meth.	H.3
Stonar School, Melksham, Wiltshire	Int.	H.49	Westonbirt School, Tetbury, Gloucestershire	C.E.	H.29
Stover School, Newton Abbot, Devon	C.E.	H.10	Westwood House School, Peterborough, Northamptonshire	C.E.	F.3
Stratford House School, Bickley, Kent	U.	†	Winceby House School, Bexhill, Sussex	C.E.	*
Sunderland Church High School, Co. Durham	C.E.	†	Winterbourne, The, Collegiate School, Bristol,	Int.	H.24
Surbiton High School, Kingston-upon- Thames, Surrey	C.E.	†	Gloucestershire Wycombe Abbey School, High Wycombe, Buckinghamshire	C.E.	G.22
Tormead School, Guildford, Surrey	U.	G.95	York College, York	C.E.	†
Trinity Hall School, Southport, Lancashire	Meth.	C.7			
Tudor Hall School, Banbury, Oxfordshire	C.E.	G.79			
Uplands School, Parkstone, Dorset	C.E.	H.18	<i>Mixed</i>		
Upper Chine School, Shanklin, Isle of Wight	C.E.	G.45	Ackworth School, Pontefract, Yorkshire	S.F.	B.7
Upton Hall Convent School, Wirral, Cheshire	R.C.	C.2	Bedales School, Petersfield, Hampshire	U.	G.27
Wadhurst College, Sussex	C.E.	G.110	Friends' School, Saffron Walden, Essex	S.F.	G.25

Section 2

Changes in the membership of the three organisations since we were appointed are detailed below:

- (i) *Schools which have ceased to be members* (or whose headmaster has ceased to be a member)
 - (a) *Schools closed or about to close*
 - Beaumont College, Old Windsor, Berkshire. (G.B.A. and H.M.C.)
 - Brentwood School, Southport, Lancashire. (G.B.G.S.A.)
 - Convent of the Sacred Heart School, Hove, Sussex. (G.B.G.S.A.) (merged with Convent of the Sacred Heart School, Woldingham, Surrey)
 - Esdaile School, Edinburgh, 9. (G.B.G.S.A.) (closure subject to statutory processes)
 - Gardenhurst School, Burnham-on-Sea, Somerset. (G.B.G.S.A.)
 - West Cornwall School, Penzance, Cornwall. (G.B.G.S.A.)
 - Winceby House School, Bexhill, Sussex. (G.B.G.S.A.)
 - (b) *Other reasons*
 - St. George's School, Harpenden, Hertfordshire. (G.B.A.) (now a voluntary aided school)
 - St. Joseph's Convent School, Reading, Berkshire. (G.B.G.S.A.)
- (ii) *Schools whose headmasters have become members of the H.M.C.*
 - Milton Abbey School, Blandford, Dorset.
 - Reed's School, Cobham, Surrey.
 - Rendcomb College, Cirencester, Gloucestershire.
 - (These three schools were already members of the G.B.A.)
- (iii) *Schools whose governing bodies have become members of the G.B.A.*
 - Belmont Abbey School, Hereford.
 - Frensham Heights School, Farnham, Surrey.
 - Millfield School, Street, Somerset.
 - Redrice School, Andover, Hampshire.
 - Royal Wolverhampton School, Staffordshire.
 - St. Peter's School, Bournemouth, Hampshire.
 - Sidcot School, Winscombe, Somerset.
 - Tettenhall College, Wolverhampton, Staffordshire. (headmaster already a member of H.M.C.)
 - Wells Cathedral School, Somerset.
- (iv) *Schools whose governing bodies have become members of the G.B.G.S.A.*
 - Clarendon School, Abergyle, Denbighshire.
 - Colston's Girls' School, Bristol, Gloucestershire.
 - New Hall School, Chelmsford, Essex. (formerly known as the Convent of the Holy Sepulchre School)
 - Farlington School, Horsham, Sussex.
 - Lansdowne House School, Edinburgh, 12.
 - Runton Hill School, Cromer, Norfolk.
 - St. Denis School, Edinburgh, 10.
 - St. Hilary's School, Edinburgh, 10.
 - St. Margaret's School, Bushey, Hertfordshire.
 - St. Margaret's School for Girls (Newington), Edinburgh.
 - St. Mary's School, Baldslow, St. Leonards-on-Sea, Sussex.
 - Wroxall Abbey School, Warwickshire.

APPENDIX 3

SCHOOLS VISITED

The schools listed below were visited either officially or informally by members of the Public Schools Commission.

Ackworth School, Pontefract, Yorkshire	(P: B/G)
Adcroft School of Building, Trowbridge, Wiltshire	(M: B)
Ampleforth College, York	(P: B)
Ardingly College, Sussex	(P: B)
Atlantic College, Llantwit Major, Glamorgan	(I: B/G—international sixth form college)
Banbury School, Oxfordshire	(M: B/G)
Bedales School, Petersfield, Hampshire	(P: B/G)
Benenden School, Cranbrook, Kent	(P: G)
Bloxham School, Banbury, Oxfordshire	(P: B)
Bryanston School, Blandford, Dorset	(P: B)
Cheltenham College, Gloucestershire	(P: B)
Cheltenham Ladies' College, Gloucestershire	(P: G)
Christ's Hospital for Boys, Horsham, Sussex	(P: B)
Christ's Hospital for Girls, Hertford, Hertfordshire	(P: G)
Clifton High School for Girls, Bristol	(P: G)
Crown Woods School, London, S.E.9	(M: B/G)
Dartington Hall School, Totnes, Devon	(I: B/G)
Dulwich College, London, S.E.21	(P: B)
Eton College, Windsor, Berkshire	(P: B)
Fettes College, Edinburgh	(P: B)
Friends' School, Great Ayton, Yorkshire	(I: B/G)
Gordonstoun School, Elgin, Morayshire	(P: B)
Haileybury and Imperial Service College, Hertfordshire	(P: B)
Harrogate College, Yorkshire	(P: G)
Harrow School, Harrow, Middlesex	(P: B)
King Edward's School, Witley, Surrey	(I: B/G)
Kingswood School, Bath, Somerset	(P: B)
Kirkwall Grammar School, Orkney	(M: B/G)
Loretto School, Musselburgh	(P: B)
Malvern College, Worcestershire	(P: B)
Marlborough College, Wiltshire	(P: B)
Mill Hill School, London, N.W.7	(P: B)
(The) Mount School, York	(P: G)
Myers Grove Comprehensive School, Sheffield	(M: B/G)
Ottershaw School, Chertsey, Surrey	(M: B)
Oundle School, Peterborough, Northamptonshire	(P: B)
Queenswood School, Hatfield, Hertfordshire	(P: G)
Radley College, Abingdon, Berkshire	(P: B)
Rendcomb College, Cirencester, Gloucestershire	(P: B)

Repton School, Derbyshire	(P: B)
Roedean School, Brighton, Sussex	(P: G)
Rossall School, Fleetwood, Lancashire	(P: B)
Royal Academy, Inverness	(M: B/G)
St. Edward's School, Oxford	(P: B)
St. George's School for Girls, Edinburgh	(P: G)
St. Leonards-Mayfield School, Mayfield, Sussex	(P: G)
St. Mary's School, Calne, Wiltshire	(P: G)
St. Paul's School, London, W.14	(P: B)
St. Peter's School, York	(P: B)
St. Swithun's School, Winchester, Hampshire	(P: G)
Sevenoaks School, Kent	(P: B)
Sherborne School for Girls, Dorset	(P: G)
Sibford School, Banbury, Oxfordshire	(I: B/G)
Sidcot School, Winscombe, Somerset	(I: B/G)
Tonbridge School, Kent	(P: B)
Winchester College, Hampshire	(P: B)
Wycombe Abbey School, High Wycombe, Buckinghamshire	(P: G)
Wymondham College, Norfolk	(M: B/G)

P = Public school

I = Other independent school

M = Maintained school

B = Boys

G = Girls

B/G = Mixed

Note For full details of these schools see Appendix 14.

APPENDIX 4

FOUNDATIONS OF BOYS' PUBLIC SCHOOLS

Quoted below are the original intentions of the Founders of a number of boys' public schools. In many cases the Instrument of Foundation has since been amended or varied.

School	Instrument of Foundation	Main object
Ardingly College, Haywards Heath, Sussex	Deed of 12:1:1874	Education primarily for the middle classes in accordance with the doctrines of the Church of England.
Bedford School	Letters Patent granted by Edward VI in 1552	A free and perpetual school for the education, institution and instruction of children and youth in grammar and good manners.
Berkhamsted School, Hertfordshire	Letters Patent granted by Henry VIII in 1542	The teaching of children in grammar, freely—without any exaction of money for the teaching of the children, not exceeding the number of 144.
Bloxham School, Banbury, Oxfordshire (one of the Woodard schools)	Deeds of 4:4:1855 and 12:4:1897	Promoting and extending education among the middle classes and especially the poorer members of those classes in accordance with the doctrines of the Church of England by means of Colleges and Schools.
Blundell's School, Tiverton, Devon	Will of Peter Blundell of 9:6:1599	A free school for 150 scholars at one time, to be boys from 6 to 18 years of age born, or for the most part before the age of 6 brought up, in the town or Parish of Tiverton. Children of "foreigners" also to be admitted to make up the numbers.
Bromsgrove School, Worcestershire	Indenture of 22:6:1693	That the poor children dwelling in, and in the adjacent places to, the Parish of Bromsgrove might not only be in a great measure provided, but also have a virtuous and learned education and thereby become useful in their generation.
Canford School, Wimborne, Dorset	Memorandum and Articles of Association of 27:6:1923	To provide education in accordance with the principles of the Church of England for boys of classes above those ordinarily attending public elementary schools.
Charterhouse, Godalming, Surrey	Deed of Gift of Thomas Sutton of 1:11:1609	A free grammar school for instruction of the children in reading, writing and the Latin and Greek grammars.

School	Instrument of Foundation	Main object
Cheltenham College, Gloucestershire	Established by Rules in 1840 by subscribers	An efficient course of education for the sons of gentlemen comprising religious and moral instruction, in strict conformity with the principles of the Established Church, in the Greek, Latin and modern languages and literature, history, geography, mathematics and such other branches of knowledge as may be found practicable and advantageous to introduce. (As recited in the Cheltenham College Act 1894.)
Christ's Hospital, Sussex	Charter of Edward VI of 21:6:1553	Good education and instruction of poor children.
Clifton College, Bristol	Charter of 16:3:1877	A college for the education of boys and young men and to provide on moderate terms a classical, mathematical and general education of the highest class.
Cranleigh School, Surrey	Charter of 8:6:1898	A public school education, in conformity with the principles of the Church of England for the sons of farmers and others living in the agricultural districts of the County of Surrey.
Dean Close School, Gloucestershire	Deed of 1:2:1886	To educate boys of parents of limited means for the spheres they are to occupy upon scriptural, evangelical and Protestant principles in conformity with the Articles of the Church of England.
Dulwich College, London, S.E.21	Letters Patent granted by James I on 21:6:1619	The education of poor children.
Durham School	Statutes & Ordinances of the Cathedral Church of Durham, 1554 (Philip and Mary)	18 poor boys to be maintained by the Church until they have a moderate knowledge of Latin grammar and have learned to speak and write Latin.
Eastbourne College	Memorandum and Articles of Association of 22:4:1911	A college for the education of the sons of gentlemen and to provide a classical, mathematical and general education of the highest class.
Epsom College, Surrey	Royal Medical College Act 1855	A school for the sons of duly qualified medical men.
Eton College, Windsor, Berkshire	Charter granted by Henry VI on 11:10:1440	A school for boys of good character and decent life, poor and needy with a competent knowledge of reading, Donatus and plain song, to be chosen—firstly, from natives of the Parishes in which either Eton or King's College hold property, secondly, from natives of the counties of Buckingham and Cambridge and failing these, from all English-born subjects.

School	Instrument of Foundation	Main object
Felsted School, Essex	Deed of 21:5:1564	To instruct male children born in Essex in grammar and other virtues and godly learning according to Christ's religion, and keep a free school at Felsted forever.
Giggleswick School, Yorkshire	Charter granted by Edward VI in 1553	A liberal education for all boys for whose admission application is made.
Gresham's School, Holt, Norfolk	Letters Patent of 27:4:1554 granted by Philip and Mary	A free grammar school for the education, teaching and instruction of boys and youths in grammar.
Haileybury and Imperial Service College, Hertford	Haileybury—Charter of 30:8:1864	The education of sons of clergymen of the Church of England.
Harrow School, Middlesex	Charter of 18:1:1580 granted by Elizabeth I to John Lyon	A free grammar school.
Highgate School, N.6	Letters Patent granted by Elizabeth I on 7:4:1565	A grammar school for poor boys and youths of Highgate.
Ipswich School	Charter or Letters Patent of 18:3:1565	A free grammar school.
King's School, Bruton, Somerset	Letters Patent granted by Edward VI on 1:5:1551	A free grammar school for boys.
King's School, Rochester, Kent	Letters Patent granted by Henry VIII circa 1545	A grammar school in Rochester for 20 poor boys to be educated and maintained wholly at the charge of the Cathedral.
Kingswood School, Bath	Indenture of 19:7:1852	A school, academy or seminary for the education of the sons of persons who are or may be Methodists.
Leighton Park School, Reading	Memorandum and Articles of Association of 8:12:1920	To carry on schools at Reading and other associated schools in accordance with the principles of the Society of Friends for the education of the children of members of the Society and others.
Liverpool College	Memorandum and Articles of Association of 2:7:1869	To provide for the inhabitants of Liverpool and others by the establishment of schools and other like means an education suited to their wants upon the most moderate terms.
Lord Wandsworth College, Long Sutton, Hampshire	Will of 21:1:1898	The establishment of an orphanage institution for the maintenance of and provision for orphans born in England, the benefits to include food, clothing and medical care and may include apprenticeships, scholarships, religious instruction. Expenditure on education at Trustees discretion.

School	Instrument of Foundation	Main object
Malvern College, Worcestershire	Memorandum and Articles of Association of 30:9:1862	A college as nearly as possible on the model of the great public schools for the education of the sons of gentlemen and to provide on moderate terms a sound religious and general education in strict conformity with the principles and doctrines of the Church of England.
Marlborough College, Wiltshire	Charter of 21:8:1845	A place of education for the sons of clergymen and others in modern languages, literature and science and the doctrines and duties of Christianity as understood and taught by the United Church of England and Ireland (with certain advantages to sons of clergymen including reduced fees for board and education).
Repton School, Derbyshire	Will of Sir John Port of 9:3:1556 and Letters Patent granted by James I on 20:6:1621	A free grammar school for the instruction and education of youth in grammar and other learning.
Royal Masonic School, Bushey, Hertfordshire	Origin obscure but Charter of 15:6:1926 recites founded in 1798	Protecting, maintaining, clothing and educating those sons of Freemasons under the English Constitution of every religious denomination who, from circum- stances arising from the death, illness or misfortune of either or both parents, are reduced to and continue to be in a position requiring the benefits of the Institution. (As recited in the Charter.)
Rugby School, Warwickshire	Will of Lawrence Sherriffe dated 22:7:1567	A free grammar school chiefly for the children of Rugby and Brownsover and next for such as be of other places thereunto adjoining.
St. Bees School, Cumberland	Letters Patent granted by Elizabeth I on 24:4:1583	A free grammar school of Edmund Grindal, late Archbishop of Canterbury.
St. Edmund's School, Canterbury	No known Instrument — founded by subscription in 1749	A school for the gratuitous main- tenance and education of the necessitous orphans of clergymen in England and Wales.
St. Edward's School, Oxford	Memorandum and Articles of Association of 12:7:1911	A school conducted on the model of the best public schools in England for providing on moder- ate terms a classical, mathe- matical, scientific, commercial and general education of the highest class for boys and young men in accordance with the doctrines of the Church of England.

School	Instrument of Foundation	Main object
St. John's School Leatherhead, Surrey	Founded in 1851 by circular of the Rev. A. B. Hazelwood	The free education and maintenance of the sons of poor clergymen of the Church of England resident in England or Wales, whilst their fathers are engaged in the Ministry of the Church. (As recited in Charter of 10:7:1922.)
St. Paul's School, West Kensington	Deed of John Colet, Dean of St. Paul's dated 12:7:1511 and his statutes under Letters Patent granted by Henry VIII on 6:6:1511	A free school for the instruction of boys of all nations, to the number of 153, in good manners and literature, both Latin and Greek, specially to increase knowledge and worshipping of God and Christ and good Christian life and manners in the children.
St. Peter's School, York	Deed of Nicholas Walton dated 30:4:1557 under Letters Patent granted by Philip and Mary	A grammar school at York for the education of boys and youths of the realm in the knowledge of letters and integrity of manners.
Sebright School, Wolverley, Worcestershire	Will of William Sebright of 1620	A free school within the Parish of Wolverley for the free teaching and instruction of the children of the Parish.
Sedbergh School, Yorkshire	Letters Patent granted by Edward VI in 14:5:1552	A grammar school for the education, institution and instruction of boys and young men in grammar, to be called the Free Grammar School of King Edward VI.
Sevenoaks School, Kent	Will of Sir Wm. Sennocke of 1432 and Letters Patent granted by Elizabeth I in 1560	A grammar school in some convenient house in Sennocke, to teach and instruct poor children, taking nothing of them or their parents or friends for the teaching, to be called the Free Grammar School of Queen Elizabeth.
Sherborne School, Dorset	Letters Patent granted by Edward VI in 13:5:1550	A grammar school in the town of Sherborne to be called the Free Grammar School of King Edward VI for the education, teaching and instruction of boys and young men in grammar.
Shrewsbury School, Shropshire	Letters Patent granted by Edward VI on 10:2:1552	A grammar school to be called the Free Grammar School of King Edward VI for the education and instruction of boys and youths in grammar.
Silcoates School, Wakefield	Deed of 31:1:1908	A course of education for needy and deserving boys being the sons of Congregational Ministers and Missionaries.
Stonyhurst College, Lancashire	Founded in 1794 by gift of Thomas Weld. No record of Deed	School conducted for Jesuit boys.

School	Instrument of Foundation	Main object
Stowe School, Buckingham	Memorandum and Articles of Association of 20:1:1923	A school for boys of classes above those ordinarily attending public elementary schools to provide education in accordance with the Protestant Principles of the Church of England.
Sutton Valence School, Kent	Letters Patent granted by Elizabeth I on 9:2:1576	A free grammar school.
Tonbridge School, Kent	Letters Patent granted by Edward VI on 16:5:1553	A grammar school in the town of Tonbridge in the County of Kent to be called the Free Grammar School of Sir Andrew Judd.
Trent College, Long Eaton, Derbyshire	Memorandum and Articles of Association of 17:12:1890	Education in accordance with the Protestant and Evangelical prin- ciples of the Church of England for boys and girls of classes above those ordinarily attending public elementary schools.
Uppingham School, Rutland	Letters Patent granted by Elizabeth I on 24:10:1584	A grammar school in Uppingham to be called the Free Grammar School of Robert Johnston.
Warwick School	Letters Patent granted by Henry VIII on 15:5:1545	A free school in the town of Warwick.
Wellington College, Crowthorne, Berkshire	Charter of 13:12:1853	A college for the education of children of deceased Military Officers who from time to time shall have borne Commission either in the Army or in the army of the Company called "The East India Company".
Westminster School, London, S.W.1	Statutes of 1560 of Elizabeth I	The free education of 40 scholars in Latin, Greek and Hebrew.
Winchester College, Hampshire	Charter of 20:10:1382 of William Wykeham	Free education in Latin for the sons of poor people.
Wrekin College, Wellington, Shropshire	Memorandum and Articles of Association of 6:1:1921	Education in accordance with the Protestant and Evangelical prin- ciples of the Church of England for boys and girls of classes above those ordinarily attending public elementary schools.
Wycliffe College, Stonehouse, Gloucestershire	Memorandum and Articles of Association of 10:4:1931	To provide general instruction and education for boys, together with physical and moral training.
Llandovery College, Carmarthen	Deed of 25:8:1847	A Welsh school for the study and cultivation of the Welsh or ancient British Language and Literature with a good sound classical and liberal education for young men destined for any liberal profession or scientific pursuit in Wales and especially for those desirous of qualifying as Ministers of the Church in the Principality.

APPENDIX 5

TRENDS IN NUMBERS OF PUPILS AND SCHOOLS (ENGLAND AND WALES)

Before 1958, statistics for the non-recognised independent schools were not available. In the table following, the numbers in these schools for 1947, 1952 and 1957 have been estimated. The estimates are therefore subject to a margin of error in the earlier years. Nevertheless it is clear that the proportion of pupils in maintained schools has increased and the proportion in the independent sector as a whole has declined since 1947. The trend is especially marked in the case of seventeen year olds, where the proportion in independent schools compared with those in all types of school has fallen from about two in seven to one in seven due to the marked rise in numbers staying on after compulsory school age in the maintained schools.

Within the independent sector, the recognised efficient schools have taken a larger share of pupils as more schools have applied for and received recognition as efficient. The proportion in schools not recognised as efficient has dwindled from an estimated 5.9 per cent of the total school population in 1947 to 1.6 per cent in 1967. There are more pupils in the younger age groups in these schools than in the older age groups, whereas in recognised efficient schools this is reversed.

Only three official estimates of the total numbers of pupils in independent schools before 1947 are, as far as we know, available. The Newcastle Commission estimated that in 1858 there were 1,675,000 children attending 24,563 public schools (schools established by persons deriving no personal advantage from them) and 860,000 at 34,412 private schools (schools run for private profit)¹.

By 1922 the position had changed radically. The Board of Education's Report for the year 1921-22 estimated there were some 7,300 private schools and 326,000 pupils in them². When account was taken of the schools on the efficient list which were not grant aided this brought the total of independent schools to 7,600 with 386,000 pupils. In schools receiving grant there were some 6,250,000 pupils. Pupils in independent schools thus represented about 5.8 per cent of the total school population.

The third official estimate was made by a committee under the late Mr. Chuter Ede³. It estimated that there were in 1931 10,000 schools not receiving grant aid from public funds with some 400,000 pupils attending them. The educational statistics for that year showed that of these 10,000 schools only 1,197 were recognised as efficient; these had 129,658 pupils on roll. In the same year, there were 5,956,000 pupils in 22,274 schools receiving grants from

¹ "Report of the Commissioners Appointed to Inquire into the State of Popular Education in England", Vol. I, H.M.S.O., 1861.

² "Report of the Board of Education for the Year 1921-22", H.M.S.O., 1923.

³ "Private Schools and Other Schools not in Receipt of Grants from Public Funds"—Report of the Departmental Committee, H.M.S.O., 1932.

public funds. The pupils in the independent sector thus represented about 6·3 per cent of pupils in all schools in that year.

In comparing these figures with those for 1947 and later years it has to be borne in mind that the pre-war grant list included a number of schools which became independent after the Education Act, 1944, and also that fee-paying was permitted in grant-aided schools until this time.

Notes on the table following:

1. In this table . . indicates that figures are not available.
2. All figures exclude nursery and special schools.
3. Figures for non-recognised schools prior to 1958 have been estimated and are shown in italics. Those for 1957 have been derived from the 1958 figures projected one year back with allowance for the average trend. Those for 1947 and 1952 have been arrived at by deducting the numbers of pupils in other schools from the Registrar General's estimates of the numbers of children in the age groups concerned, with an allowance for those not in school. Where only part of the age group was in school (e.g. 17 year olds), the estimates are based on the 1958 proportions of the age group.
4. The 1947 figures in Columns 10 and 11 reflect a school leaving age of 14 years. The equivalent figures for 13 year olds in maintained schools in that year was 471,780, i.e. 89·3 per cent of the school population of that age.
5. The number of pupils boarding in 1957 in maintained schools is not available and has been estimated. The number of pupils boarding in non-recognised independent schools is not known for 1957. The number in 1958 was 19,426 and this represents 8·9 per cent of the total pupils in non-recognised independent schools that year. A similar percentage in 1957 would bring the total number of boarders in all types of school that year to 150,660, i.e. 2·0 per cent of the total school population in that year.
6. For the purpose of Column 3, part-time teachers have been expressed as full-time equivalents, i.e. counted as 0·1 for every half-day of service per week.

Numbers of Pupils, Teachers and Schools 1947-67

Type of school and year	Number of schools	Number of teachers	Number of pupils (000's)	% of total 6 year olds (000's)	10 year olds (000's)	% of total 10 year olds	14 year olds (000's)	% of total 14 year olds	17 year olds (000's)	% of total 17 year olds	Col. 12 as % of age group	Total boarding pupils	Col. 15 as % of col. 4
A. Maintained													
1947	28,145	186,747	5,034.3	89.7	510.5	91.9	150.1	72.2	21.2	63.1	3.6	7,059	16.
1952	28,102	220,962	5,970.0	91.2	494.3	93.0	492.9	89.2	23.6	61.8	4.2	8,826	0.1
1957	29,081	233,814	6,776.5	92.0	707.3	93.6	532.6	90.3	34.0	64.9	5.9	9,270	0.1
1962	29,081	288,795	6,963.3	92.0	602.0	93.4	742.1	91.7	60.0	71.7	8.6	9,714	0.1
1967	28,560	317,507	7,328.1	93.0	628.1	94.1	590.1	91.8	86.6	76.2	12.2	11,630	0.2
B. Direct grant grammar													
1947	166	4,003	78.0	1.4	4.6	0.8	10.5	5.0	3.3	9.8	0.6	7,295	9.4
1952	164	4,473	85.3	1.3	3.7	0.7	12.1	2.2	3.8	9.9	0.7	7,626	8.9
1957	164	4,880	92.3	1.2	4.2	0.6	12.9	2.2	5.6	10.7	1.0	8,218	8.9
1962	179	6,380	111.2	1.5	4.4	0.7	16.3	2.0	8.5	10.1	1.2	9,736	8.7
1967	179	7,033	116.2	1.5	4.4	0.6	15.2	2.4	10.2	9.0	1.4	9,318	8.0
C. Independent recognised efficient													
1947	940	12,791	165.1	2.9	14.4	2.6	17.3	8.3	7.5	22.3	1.3	83,248	50.4
1952	1,271	16,838	234.6	3.6	17.2	3.2	24.3	4.4	9.5	24.3	1.6	104,344	44.5
1957	1,408	18,924	278.7	3.8	25.6	3.4	28.3	4.8	13.6	22.1	2.0	113,565	40.7
1962	1,493	23,182	303.9	4.0	23.8	3.7	34.8	4.3	13.8	16.5	2.0	124,314	40.9
1967	1,497	23,983	305.2	3.9	24.2	3.6	31.0	4.8	15.6	13.7	2.2	120,854	39.6
D. Other independent schools													
1947	..	..	332.5	5.9	26.2	4.7	29.9	14.4	1.6	4.7	0.3	..	..
1952	..	..	254.9	3.9	16.1	3.0	22.9	4.1	1.5	3.0	0.3	..	..
1957	..	..	220.3	3.0	18.4	2.4	15.6	2.6	1.5	2.7	0.2	..	..
1962	2,250	12,140	185.4	2.4	14.5	2.2	15.6	1.9	1.4	1.1	0.2	17,554	9.5
1967	1,622	9,367	129.8	1.6	10.9	1.6	6.6	1.0	1.3	1.1	0.2	9,847	7.6
E. All independent schools													
1947	..	..	497.6	8.8	40.6	7.3	47.2	22.7	9.1	27.0	1.6	..	..
1952	..	..	489.5	7.5	33.3	6.2	47.4	8.5	10.8	28.2	1.6	..	..
1957	..	..	499.0	6.8	44.0	5.8	44.1	7.4	12.8	24.4	2.2	..	..
1962	3,743	35,322	489.3	6.4	38.3	5.9	50.4	6.2	15.2	18.2	2.2	141,868	29.0
1967	3,119	33,350	435.0	5.5	35.1	5.2	37.6	5.8	16.9	14.8	2.4	130,701	30.0
F. Totals all schools above													
1947	..	..	5,609.9	100	555.7	100	207.8	100	33.6	100	5.8	..	..
1952	..	..	6,544.8	100	531.3	100	552.4	100	38.2	100	6.8	..	..
1957	..	..	7,368.0	100	755.6	100	589.6	100	52.4	100	7.7	..	..
1962	33,003	330,497	7,566.2	100	644.7	100	808.8	100	83.7	100	12.0	161,318	2.1
1967	31,858	357,890	7,879.3	100	667.6	100	642.9	100	113.7	100	16.0	152,971	1.9

Source: The statistics of the Department of Education and Science.

APPENDIX 6

QUESTIONNAIRES TO SCHOOLS—A SURVEY OF THE REPLIES

The Appendix is divided into four sections:—

I *Introduction*

How the survey was conducted.

II *General*

Copy of questionnaire.

Results of the survey showing the patterns of organisation, teaching and boarding in the schools.

III *School leavers*

Copies of questionnaire and explanatory notes.

Results of the survey.

IV *Full-time assistant teachers*

Copies of the questionnaire and explanatory notes.

Results of the survey.

SECTION I INTRODUCTION

(a) *Headmasters' Conference schools (H.M.C.)*

When the Commission began its work, a survey of H.M.C. schools related to the academic year 1962-63 had already been carried out on behalf of the Headmasters' Conference by Mr. Graham Kalton (*The Public Schools: A Factual Survey*; Longmans, 1966). We decided not to impose a further burden on these schools by asking for up to date information on the same topics—especially as the working material was made freely available to us. A supplementary questionnaire (P.S.C.Q.1) related to the academic year 1965-66 (which is not reproduced in this Appendix) was therefore sent to H.M.C. schools. Thus, while many of the facts we have about H.M.C. schools relate to the academic year 1962-63, other information about them, and all the facts about other schools replying to the questionnaire, relate to the academic year 1965-66; this was an inconsistency we felt it right to accept.

Of the 122 H.M.C. schools in our terms of reference 119 completed our supplementary questionnaire. (One of the remaining three schools closed in this period). Information on H.M.C. schools detailed in the tables below, when not provided by the replies to this questionnaire, has been taken from Mr. Kalton's book, or has since been provided by Mr. Kalton from his working material. Footnotes accompanying the tables explain the source of information in each case. The difference in timing and minor differences in the phrasing of questions have to be borne in mind when comparing H.M.C. schools with other schools.

(b) *Other public schools*

In December 1966 we invited all other schools in our terms of reference to complete a General Questionnaire, (P.S.C.Q.2), a School Leavers Questionnaire (P.S.C.Q.3) and a Full-Time Assistant Teachers Questionnaire (P.S.C.Q.4)—in each case related to the academic year 1965–66. These questionnaires were completed by 15 out of the 16 boys' public schools which were members of the Association of Governing Bodies of Public Schools (G.B.A.) but whose headmasters were not members of the H.M.C., by all 3 mixed schools belonging to the G.B.A. and by 135 of the 146 girls' schools belonging to the Association of Governing Bodies of Girls' Public Schools (G.B.G.S.A.) (5 of the remaining 11 girls' schools had closed or were about to close and 2 more had planned to become maintained schools).

(c) *Recognised independent schools sample*

We decided to invite similar information related to the academic year 1965–66 from a sample of recognised independent secondary schools not in our terms of reference. A sample of 50 schools in England, Wales and Scotland was chosen, taking into account the following factors: geographical location, sex of pupils, boarding provision, size of school and amount of fees charged. Schools wholly or mainly for handicapped pupils were not included. 33 schools returned completed questionnaires. The ratio of schools which returned the questionnaire to the total number of schools from which the sample was taken was 1: 14. The number of pupils in these schools was also found to bear the same ratio (1: 14) to the total number of pupils in the schools from which the sample was taken. Where sample figures have been grossed up to produce, in the tables, figures for 'All other recognised independent schools', a 1: 14 ratio has therefore been used. It should be noted that 3 Scottish schools are included in this sample, although Scottish schools are not 'recognised as efficient' under English and Welsh regulations.

(d) *Maintained boarding schools*

We also invited the twenty maintained secondary schools in England and Wales which had in 1966 a majority of boarding pupils to complete a shortened version of the General Questionnaire, for purposes of comparing certain aspects of boarding provision. A comparison of academic provision is not possible because the twenty schools concerned are not a representative sample of all maintained schools, nor necessarily of the 139 maintained secondary schools which have boarding pupils, whereas the public school figures are a complete survey and the other independent school figures are as nearly representative a sample as possible.

(e) *Direct grant schools*

As direct grant schools were added to our terms of reference only in October 1967, having been previously expressly excluded from them, they are not included in the survey covered by this Appendix. The boarding as well as day provision made by direct grant schools will be considered in our second report.

SECTION II GENERAL

(i) *Copy of questionnaire*

PUBLIC SCHOOLS COMMISSION

CURZON STREET HOUSE CURZON STREET LONDON W1

GENERAL QUESTIONNAIRE

NOTES:

- (i) Where a question has a series of alternative answers, ring the number of the appropriate answer.
- (ii) References to "the school" should be taken as referring to the whole school under the headmaster including pupils of any age. Where there is a Junior Department this should be included as part of the main school. An attached or associated preparatory school under another headmaster should not be included in the answers.
- (iii) Academic year means 1st August to the following 31st July.
- (iv) The term Sixth Form should be interpreted as groups of pupils taking courses at a level wholly or mainly beyond G.C.E. O level whether or not the course prepares pupils for the G.C.E. A level examinations.

1. Name of School Number S/.....

2. Date of Foundation

I. PUPILS AND SOURCE OF ENTRY

3. State number of pupils admitted to the school in the academic years 1963-64 and 1965-66 at the following ages on the 31st December of the academic year in which they were admitted.

		Number of pupils whose age on 31st December was:							Total
		10 or under	11	12	13	14	15	16 or over	
1963-64	Boarding								
	Day								
1965-66	Boarding								
	Day								

4. Of the boarding pupils admitted for the first time in 1965-66, how many were the children of parents living:—

(a) overseas	
(b) within 50 miles of the school	
(c) more than 50 miles from the school but not overseas	

5. (i) Complete the following table for entrants who have been offered future places at the school.

(a) = offered place as a firm commitment.

(b) = offered place subject to examination results or some similar proviso.

Note: If places have been allocated to pupils without knowing definitely whether the pupil is to be a boarder or a day pupil, include in the more likely section but mark the numbers in the box concerned with an asterisk.

		Academic year of promised entry starting in													
		1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980
Day	a														
	b														
	Total														
Boarding	a														
	b														
	Total														

- (ii) What percentage of the pupils who had been offered places (in categories (a) and (b) taken together) up to 1st September, 1964, for admission in September, 1966, were in fact admitted at this date?.....

6. List the subjects which are compulsory for candidates who take either the Common Entrance Examination or the school's own entrance examination. If candidates must take a number of optional alternative subjects state the number and mark the subjects concerned with an asterisk.

7. State how many candidates taking the Common Entrance or the School's own entrance examination for entry in each of the following academic years have been:—

	1963-4	1964-5	1965-6
(a) Refused admission because of low performance in entrance examination			
(b) Refused admission for any other reason			
(c) Successful in examination but have withdrawn			

8. State in the table how many pupils were admitted to the school in the academic year 1965-6 without taking either the Common Entrance Examination or the School's own entrance examination at the following ages on 31st December, 1966.

	1965-6		
	Under 12	12-14 inclusive	15 and over
Day			
Boarding			

9. Name the 10 schools from which the largest numbers of pupils (in aggregate) were drawn over the 3 academic years specified and indicate the number of pupils in each case.

Name of School and County	No. of pupils admitted in the Academic Year			
	1963-4	1964-5	1965-6	Totals
(i)				
(ii)				
(iii)				
(iv)				
(v)				
(vi)				
(vii)				
(viii)				
(ix)				
(x)				

10. Give the total number of entrants in each of the academic years 1963-4, 1964-5, 1965-6 who entered directly from L.E.A. maintained schools.

1963-4 1964-5 1965-6

III. CURRICULUM AND EXAMINATIONS

13. On how many days each term did the school meet for teaching in the academic year 1965-66? (Include Saturdays if appropriate).

days

Autumn

Lent

Summer

Total

14. (a) Approximately how many hours a week on average in the Autumn term are the following categories of pupils engaged in the activities listed. It would be helpful if a specimen time-table for a pupil in each of the age groups concerned could be attached.

	Pupils aged 13-14 years	Pupils due to take G.C.E. 'O' level in 1967	Pupils due to take G.C.E. 'A' level in 1967
	hours per week	hours per week	hours per week
(i) study under the direction of a teacher (including art, crafts, music, etc.)			
(ii) prep. and/or private study at school			
(iii) organised games, ath- letics or physical educa- tion			
(iv) homework (for day pupils only)			

- (b) Please add any comment which is necessary to amplify or clarify the answer above.

17. Complete the following table for all subjects taken at 'A' level in the Summer 1966 examinations. The table refers only to the teaching sets for pupils taking the Summer 1966 'A' level examinations; but the set may include some pupils who did not themselves take the examination and these should nevertheless be included.

Subject	Number of teaching sets	Total number of pupils in sets
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		

18. State the numbers of sixth formers studying different combinations of G.C.E. 'A' level subjects in 1966-67. (If a pupil has taken a different 'A' level subject in a previous year or will take one next year, include those subjects in the combination). Use the numbers in the key list of subjects in place of the name of the subject.

Key List of Subjects

- | | |
|---|-----------------------------------|
| 1. Religious Knowledge | 21. Mathematics (double subjects) |
| 2. English Literature | 22. Other Mathematics |
| 3. History | 23. Physics |
| 4. English Economic History | 24. Chemistry |
| 5. British Constitution | 25. Botany |
| 6. Ancient History | 26. Zoology |
| 7. Economics | 27. Biology |
| 8. Geography | 28. Geology |
| 9. Latin | 29. Technical Drawing |
| 10. Greek | 30. Art |
| 11. French | 31. Music |
| 12. German | 32. Craft |
| 13. Italian | 33. Handicraft |
| 14. Spanish | 34. Domestic Subjects |
| 15. Russian | 35. General Studies |
| 16. Welsh | 36. Other subjects |
| 17. Modern Languages not named above | Specify: |
| Specify: | (a) |
| (a) | (b) |
| (b) | (c) |
| 18. Pure Mathematics | |
| 19. Applied Mathematics | |
| 20. Pure and Applied Mathematics
(including Further Mathematics) | |

(a) Combinations (use Nos. from Key list page 34)	(b) Nos. of pupils taking combination	(c) Combinations (use Nos. from Key list page 34)	(d) Nos. of pupils taking combination

19. List any sixth form courses not leading to the 'A' level examinations e.g. pre-nursing, secretarial or commercial and state in each case the number of pupils taking the course and its normal length.

20. Describe briefly any experiments in the curriculum or method of teaching that have been begun in the school since 1st September, 1962.

21. (a) Does the school's charter or other instrument of foundation prescribe any denominational character? Yes 1
No 2
- (b) If so, what?
- (c) What religious denomination(s) are the school's weekday services?
- (d) If the school has some boarders, what religious denomination are the school's Sunday services?
22. How many hours per week on average are pupils required to spend on religious worship in the Autumn term 1966?

	Total hours per week
(a) on weekdays	
(b) on Sunday	

23. How many hours per week on average are pupils required to spend on religious instruction in the Autumn term 1966?
- (a) for pupils aged 13-14 years?
- (b) Sixth Form pupils?
24. Are there arrangements for pupils to be excused from religious worship and instruction on the following grounds? If so, state number of pupils in the school excused in each case at the present date.

Grounds for excusal	Whether allowed	No. excused from worship	No. excused from R.I.
(a) Another religion or denomination	Yes 1 No 2		
(b) Agnosticism or atheism	Yes 1 No 2		
(c) Other reasons (specify)	Yes 1 No 2		

IV. EXTRA-CURRICULAR ACTIVITIES

25. *For Boarding Schools only*

Indicate in the table below those local activities outside the school in which pupils take part *as regular and frequent participants*.

	Day Pupils		Boarders	
	Yes	No	Yes	No
(a) Worship in a local church	1	2	1	2
(b) Membership of local youth organisation (specify below)	1	2	2	2
(c) Membership of local sports club (specify below)	1	2	1	2
(d) Membership of local Art, Music or Dramatic Societies (specify below)	1	2	1	2
(e) Voluntary Service	1	2	1	2
(f) Other activities (specify below)	1	2	1	2

26. What links are there with neighbouring maintained schools, whether for academic, sports or social purposes? (Attach if possible a programme of activities for a recent term or year).

27. (a) Do boarding pupils have access to the following newspapers, and journals dealing with current affairs, provided by the school?

Newspapers

	Yes	No		Yes	No
Times	1	2	Sunday Times	1	2
Guardian	1	2	Observer	1	2
Telegraph	1	2	Sunday Telegraph	1	2
Mail	1	2	Sunday Express	1	2
Express	1	2	Sunday Citizen	1	2
Sun	1	2	The People	1	2
Sketch	1	2	News of the World	1	2
Mirror	1	2	Sunday Mirror	1	2
Morning Star	1	2	<i>Others (specify)</i>		
<i>Others (specify)</i>					

Journals

	Yes	No
Economist	1	2
New Statesman	1	2
Spectator	1	2
Time and Tide	1	2
Listener	1	2
New Society	1	2
New Scientist	1	2
<i>Others (specify)</i>		

- (b) Can boarding pupils buy papers and journals not provided by the school?

28. What is the approximate number of books in the school libraries? Fiction
Non Fiction

V. BOARDING

29. How many boarding houses or units are there with the following numbers of boarders? (The boarding house or unit is intended to refer to the basic physical or organisational sub-division of the boarders for the purposes of pastoral care, communal living and competition.)

Nos. of boarders in Houses	Nos. of Houses		
	Junior Houses	Senior Houses	All age
0 - 20			
21 - 30			
31 - 40			
41 - 50			
51 - 60			
61 - 70			
71 - 80			
81 - 90			
91 - 100			
100 or more			
Age range of pupils			

30. Complete the following table in respect of sleeping accommodation:—

No. of pupils per bedroom	No. of bedrooms	Total number of pupils accommodated	Age range of pupils
Single rooms			
Double rooms			
3 to 6 pupils			
7 to 12 pupils			
13 to 16 pupils			
17 to 20 pupils			
Over 20 pupils (specify highest number)			

31. How many boarders in the school in the Autumn Term 1966 sleep at home regularly on Saturday and/or Sunday nights:

(a) every week?

(b) every second week?

32. (a) Do any pupils remain at school during half term or other holiday? Yes 1
No 2
- (b) If so, approximately how many remained during
(i) the 1966 Easter holiday?
(ii) the mid-term break in the Summer Term, 1966?
33. (a) Is there any restriction on the number of occasions when parents may take out their sons/daughters? Yes 1
No 2
- (b) If so, how many times during the Autumn term 1966 was this allowed for?

	No. of times
(i) Pupils taking 'O' level and under	
(ii) Pupils in sixth forms	

VI. NON-TEACHING STAFF

34. Please list the non-teaching posts in the school at the present time.

(a) Full-time			(b) Part-time		
Posts	Resident	Non-Resident	Posts	Resident	Non-Resident
	No.	No.		No.	No.
Bursar and Assistants Accountants Clerk of Works Registrar and Assistants School Secretary Other Secretarial and Clerical Assistants Librarian and Assistants Laboratory Assistants Medical Officer Nurses Matrons Housekeeper Chefs, Cooks, and Kitchen Staff					

(a) Full-time			(b) Part-time		
Posts	Resident	Non-Resident	Posts	Resident	Non-Resident
	No.	No.		No.	No.
Laundry Staff Cleaning and other Domestics Stewards, Porters and Housemen Games Professionals and P.T.I.s (coaching in- structors not P/E teachers) Maintenance of Grounds and Buildings <i>Others (specify)</i>					

VII. GENERAL

35. What major changes, if any, have there been in the last 5 years?

(a) Premises

(b) Curriculum

(c) Teaching Method

(d) Routine (the pattern of the pupils' daily life).

(e) Organisation of the school

(f) Religious observance

(g) Discipline

(h) Games

(i) Other (specify)

36. To what extent, and in what ways, would you consider the headmaster and teaching staff to have greater freedom than the staff of a maintained school?

37. Please say, if you think there are any significant differences between boys' and girls' schools not brought out by this questionnaire.

(ii) *Results of the survey*

Notes: 1. As explained in the introduction to this Appendix, there is a difference of three years between the H.M.C. survey carried out by Mr. Graham Kalton (1962-63) and the Commission's own survey on non-H.M.C. schools (1965-66). Where it has been considered that this difference would not have a significant effect, the results of the two enquiries have been amalgamated (in the columns headed "Public boys" and "Total public schools").

2. The source of information is shown at the foot of each table. Where the source is shown as "Commission Questionnaire", this indicates that information has been obtained from answers to the questionnaires P.S.C.Q. 1 and 2.
3. Where figures for H.M.C. boys' schools have been extracted from Mr. Kalton's book "The Public Schools—A factual survey", source references have been made as in the following example: "Kalton 5.12. Pg. 77", i.e. Table 5.12, page 77 of Mr. Kalton's book. In the case of some tables, additional figures have either been provided by Mr. Kalton from his working material, or extracted from source material by permission of the H.M.C. In these cases, the source reference is given as "Kalton—additional information".
4. A stop (·) appearing in the body of a table indicates a negligible percentage. A dash (—) indicates a nil return. Percentages have been individually rounded so that the sum of the percentages may not exactly match the appropriate total (100 per cent unless otherwise stated).
5. The following abbreviations have been used to head columns in the tables:

Public boys: Boys' schools in membership of the Headmasters' Conference and/or Association of Governing Bodies of Public Schools.

H.M.C. boys: Boys' schools in membership of the Headmasters' Conference.

G.B.A. boys: Boys' schools in membership of the Association of Governing Bodies of Public Schools only.

Public girls: Girls' schools in membership of the Association of Governing Bodies of Girls' Public Schools.

Public mixed: Co-educational schools in membership of the Association of Governing Bodies of Public Schools.

Total public schools: Total of all schools in membership of the three organisations named above.

R.E. sample: Schools selected to form a sample of other recognised efficient secondary schools (see Introduction to Appendix 6).

All other R.E. schools: Schools in the recognised efficient sample grossed up in the ratio 1:14 to provide estimated figures for all recognised efficient secondary schools other than public schools.

Maintained boarding schools: The group of 20 maintained wholly and mainly boarding schools which were asked to complete a shortened version of the General Questionnaire.

The following tabulated results follow the order of questions in the questionnaire.

1. [Name of school.]

2. The tabulated results of this question on date of foundation are shown in Chapter 2, Diagram 6.

3. Number of pupils admitted in 1965-66

No. of pupils

Age at 31st Dec. of year of entry	Boarding pupils						Day pupils					
	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	All other R.E. schools*	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	All other R.E. schools*
10 or under	339	716	4	1,059	102	1,428	1,089	2,135	0	3,224	481	6,734
11	474	1,261	78	1,813	109	1,526	909	929	23	1,861	384	5,376
12	605	1,124	34	1,763	100	1,400	416	349	5	770	158	2,212
13	5,342	633	42	6,017	121	1,694	897	161	2	1,060	45	630
14	1,567	301	7	1,875	46	644	232	111	0	343	39	546
15	140	172	5	317	40	560	52	77	0	129	21	294
16 and over	310	357	8	675	68	952	62	161	4	227	38	532
Total	8,777	4,564	178	13,519	586	8,204	3,657	3,923	34	7,614	1,166	16,324

* Estimated figures: produced by grossing up R.E. Sample.

Source: Commission Questionnaire.

4. Place of residence of parents of boarding entrants

Percentages

Number of boarding entrants whose parents live:	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	Maintained boarding schools
Overseas	14	24	18	17	25	12
Within 50 miles of the school	36	35	39	36	37	56
More than 50 miles from the school but not overseas	50	41	43	47	37	32
Total	100	100	100	100	100	100
Parents' residence stated	8,253	4,202	175	12,630	579	1,068
No. of boarding entrants	8,293	4,564	178	13,035	586	1,084

Source: Kalton 3.8 Pg. 33; 3.9 Pg. 34.
Commission Questionnaire.

5. Table A

Commitment of future places

No. of schools

	Boarding pupils						Day pupils					
	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	All other R.E. schools*	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	All other R.E. schools*
No. of schools with no commitment in 1971 or beyond	11	29	2	42	14	196	28	56	2	86	23	302
No. of schools with any commitments in 1971 or beyond	115	83	1	199	9	126	68	42	—	110	3	42
No. of schools with 50 per cent or more places in 1971 committed	83	29	—	112	—	—	40	8	—	48	—	—
No. of schools with all places in 1971 committed	48	15	—	63	—	—	21	4	—	25	—	—

*Estimated figures: produced by grossing up R.E. Sample.

Notes: 1. Commitment is recorded in this table whether it is subject to examination or not.

2. Schools without boarding pupils have been omitted from the first half of this table, schools without day pupils from the second. Those schools which take both day and boarding pupils appear in both sections of the table.

Source: Commission Questionnaire.

Table B

Number of pupils promised places as a firm commitment in each year of promised entry

Number of boarding pupils

	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	No. who entered in 1965-66
1 Public boys	726	519	255	203	150	113	95	100	40	36	13	4	3	3	8,777
2 Public girls	257	61	46	34	36	12	12	6	5	1	—	—	—	—	4,564
3 Public mixed	—	—	—	—	—	—	—	—	—	—	—	—	—	—	178
4 Total public schools	983	580	301	237	186	125	107	106	45	37	13	4	3	3	13,519
5 R.E. Sample	163	60	33	31	6	3	3	2	3	—	—	—	—	—	586
6 All other R.E. schools*	2,282	840	462	434	84	42	42	28	42	—	—	—	—	—	8,204
7 Total of lines 4 & 6	3,265	1,420	763	671	270	167	149	134	87	37	13	4	3	3	21,723

Table B continued on page 48.

Number of day pupils

	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	No. who entered in 1965-66
1 Public boys	309	159	134	123	116	115	104	97	46	46	—	—	—	—	3,657
2 Public girls	476	229	138	85	52	10	3	—	—	—	—	—	—	—	3,923
3 Public mixed	—	—	—	—	—	—	—	—	—	—	—	—	—	—	34
4 Total public schools	785	388	272	208	168	125	107	97	46	46	—	—	—	—	7,614
5 R.E. Sample	222	98	33	27	5	—	—	—	—	—	—	—	—	—	1,166
6 All other R.E. schools*	3,108	1,372	462	378	70	—	—	—	—	—	—	—	—	—	16,324
7 Total of lines 4 & 6	3,893	1,760	734	586	238	125	107	97	46	46	—	—	—	—	23,938

*Estimated figures: produced by grossing up R.E. Sample.

Source: Commission Questionnaire.

Table C

Number of pupils promised places subject to examination results or other proviso in each year of promised entry

Number of boarding pupils

	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	No. who entered in 1965-66
1 Public boys	10,719	11,605	11,772	11,131	9,966	9,240	8,434	7,818	6,859	5,808	4,562	3,164	1,762	219	8,777
2 Public girls	3,280	4,127	3,259	2,790	2,236	1,821	1,475	1,130	942	683	379	168	6	1	4,564
3 Public mixed	52	32	26	17	17	13	6	4	2	1	—	—	—	—	178
4 Total public schools	14,051	15,764	15,057	13,938	12,219	11,074	9,915	8,952	7,803	6,492	4,941	3,332	1,768	220	13,519
5 R.E. Sample	133	79	51	19	9	8	4	5	2	1	2	1	—	—	586
6 All other R.E. schools*	1,862	1,106	714	266	126	112	56	79	28	14	28	14	—	—	8,204
7 Total of lines 4 & 6	15,913	16,870	15,771	14,204	12,345	11,186	9,971	9,031	7,831	6,506	4,969	3,346	1,768	220	21,723

Number of day pupils

	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	No. who entered in 1965-66
1 Public boys	3,013	3,123	2,659	2,156	1,754	1,430	1,132	834	686	511	388	188	71	9	3,657
2 Public girls	1,621	865	592	388	280	163	147	100	77	65	29	27	25	25	3,923
3 Public mixed	—	—	—	—	—	—	—	—	—	—	—	—	—	—	34
4 Total public schools	4,634	3,988	3,251	2,544	2,034	1,593	1,279	934	763	576	417	215	96	34	7,614
5 R.E. Sample	83	46	21	4	—	4	—	1	—	—	—	—	—	—	1,166
6 All other R.E. schools*	1,162	644	294	56	—	56	—	14	—	—	—	—	—	—	16,324
7 Total of lines 4 & 6	5,796	4,632	3,545	2,600	2,034	1,649	1,279	948	763	576	417	215	96	34	23,938

*Estimated figures: produced by grossing up R.E. Sample.

Source: Commission Questionnaire.

Table D
Adjusted number of places promised for 1968

Adjusted number of:	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	All other R.E. schools*
Boarding places	6,875	2,403	14	9,292	117	1,638
Day places	1,667	762	—	2,429	145	2,030

*Estimated figures: produced by grossing up R.E. Sample.

Note: The number of places in 1968 which had been already promised (whether subject to examination or not) was multiplied by a notional percentage take up of places. In most cases this was the percentage given in answer to Question 5(ii) of P.S.C.Q. 2. If no percentage had been given for this question, either the number of places promised was left unaltered or, in those cases where it exceeded the number of pupils actually admitted in 1966, this latter number was substituted.

Source: Commission Questionnaire.

6. Subjects required for entrance examinations

In the main the boys' public schools used the Common Entrance Examination for entry at 13. The subjects were in almost all cases English, Mathematics (Arithmetic, Algebra and Geometry), French and General (Scripture, English History, Geography). 12 of the 15 G.B.A. boys' public schools did not insist on Latin. Mr. Kalton showed that three quarters of the H.M.C. boys' public schools insisted on Latin. It should be noted that changes in the Common Entrance Examination are under consideration. For entry of boys under 13 to the G.B.A. schools there was usually an examination in English and Mathematics often coupled with an intelligence test.

In the case of the girls' public schools, the most typical pattern of entry examinations was as follows:

- up to 10+ English and Arithmetic and sometimes an intelligence test.
- 11+ English, Arithmetic, General Knowledge (including questions on History, Geography, Science and Scripture).
- 12+ English, Arithmetic, General Knowledge, Mathematics and French.
- 13+ English, Arithmetic, General Knowledge, Mathematics, French and Latin (optional in some schools).

Beyond 13 individual arrangements were made for examinations.

Source: Kalton Pg. 20.

Commission Questionnaire.

7. Candidates for entry in 1965-66

Number of candidates who have been:	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	All other R.E. schools*
Refused admission because of low performance in entrance examinations	2,920	1,215	18	4,153	133	1,862
Refused admission for any other reason	651	118	—	769	5	70
Successful in examination but have withdrawn	278	722	14	1,014	35	490
Total	3,849	2,055	32	5,936	173	2,422
No. of schools answering question	131	116	3	250	20	(280)
No. of entrants at schools answering question	12,251	7,499	212	19,962	1,063	14,882

*Estimated figures: produced by grossing up R.E. Sample.

Note: Of the schools which did not answer this question, 1 boys, 6 girls and 9 sample schools found the question not applicable as they did not require an entrance examination.

Source: Commission Questionnaire.

8. Number of pupils admitted without taking an examination

No. of pupils

Pupils admitted without taking an entrance examination	Boarding pupils						Day pupils					
	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	All other R.E. schools*	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	All other R.E. schools*
Under 12	45	294	2	341	51	714	105	835	7	947	316	4,424
12-14	234	227	8	469	104	1,456	39	92	3	134	48	672
15 and over	388	308	4	700	87	1,218	71	138	4	213	28	392
Total	667	829	14	1,510	242	3,388	215	1,065	14	1,294	392	5,488
No. of entrants in those schools answering question	8,703	4,335	178	13,216	536	7,504	3,657	3,893	34	7,584	1,022	14,308

*Estimated figures; produced by grossing up R.E. Sample.

Source: Commission Questionnaire.

9. Preparatory schools from which pupils were drawn (1963-1966)

Schools were asked to list the 10 schools from which the largest numbers of pupils (in aggregate) were drawn over the 3 academic years (1963-1966).

Percentages

	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
Schools which listed independent schools only	73	46	—	61	41
Schools which listed also maintained and direct grant schools	27	54	100	39	59
Total	100	100	100	100	100
No. of schools answering question	128	108	2	238	22
No. of schools in survey	134	135	3	272	33

Note: A number of schools accept pupils from a great many schools and felt unable to identify those which provided the largest numbers of pupils.

Source: Commission Questionnaire.

10. Entrants from maintained schools

No. of Pupils

Entrants from maintained schools:	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	All other R.E. schools*
Average annual number of entrants for three years 1963-66	1,732	1,530	100	3,362	497	6,950
No. of entrants from maintained schools in 1965-66 as a percentage of total entry for 1965-66	15%	19%	45%	17%	29%	29%

*Estimated figures; produced by grossing up R.E. Sample.

Source: Commission Questionnaire.

11. Arrangements with local education authorities for the regular admission of pupils sponsored by them

Average annual number of pupils sponsored by local education authorities for 3 years 1963-66:	No. of Pupils					
	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	All other R.E. schools*
Boarding pupils	89	58	13	160	15	210
Day pupils	723	299	14	1,036	195	2,730
No. of schools having a regular arrangement with local education authorities	49	40	2	91	10	140

*Estimated figures produced by grossing up R.E. Sample.

Source: Commission Questionnaire.

12. Area of site

Table A

Average area of total school site in acres*

	Acres					
	Public boys	Public girls	Public mixed	All public schools	R.E. Sample	Maintained boarding schools
Boarding schools (100% boarding pupils)	185.7	89.3	—	139.9	29.2	45.3
Mainly boarding schools (over 50% boarding pupils)	107.7	66.7	160.0	94.0	31.7	50.3
Mainly day schools (under 50% boarding pupils)	46.2	19.8	—	29.4	7.4	—
Day schools (100% day pupils)	28.8	7.0	—	12.5	7.9	—
Area stated	131	130	3	264	31	20
No. of schools in survey	134	135	3	272	33	20

*The figures given by the schools in answer to this question are, in a few cases, inclusive of land which is leased out for farming etc. The average area is therefore likely to be a slightly exaggerated figure.

Source: Commission Questionnaire.

Table B

Highest and lowest total site area given:

	Highest total site area					Lowest total site area				
	Public boys	Public girls	Public mixed	R.E. Sample	Main-tained boarding schools	Public boys	Public girls	Public mixed	R.E. Sample	Main-tained boarding schools
Boarding schools	1,200	420	—	45	111	20	6.5	—	17	19
Mainly boarding schools	1,118	699	300	47	200	16	5	30	11	8
Mainly day schools	135	111	—	20	—	4	0.5	—	0.3	—
Day schools	49	25	—	33	—	16	0.4	—	1	—

Source: Commission Questionnaire.

Table C

Average area occupied by buildings in acres

	Acres					
	Public boys	Public girls	Public mixed	All public schools	R.E. Sample	Maintained boarding schools
Boarding schools	12.3	3.1	—	7.9	3.8	9.6
Mainly boarding schools	8.1	3.0	4.9	6.3	2.3	4.9
Mainly day schools	4.5	2.1	—	3.0	1.0	—
Day schools	3.0	0.9	—	1.4	1.4	—
Area stated	129	124	3	256	30	20
No. of schools in survey	134	135	3	272	33	20

Source: Commission Questionnaire.

Table D

Average area of playing fields in acres

	Acres					
	Public boys	Public girls	Public mixed	All public schools	R.E. Sample	Maintained boarding schools
Boarding schools	52.3	12.8	—	33.6	8.6	21.5
Mainly boarding schools	37.5	10.8	22.6	27.5	11.5	15.7
Mainly day schools	31.4	8.3	—	17.0	3.2	—
Day schools	24.0	4.9	—	10.3	5.2	—
Area stated	131	124	3	258	30	20
No. of schools in survey	134	135	3	272	33	20

Source: Commission Questionnaire.

Table E

Highest and lowest playing field area given

	Highest playing field area					Lowest playing field area				
	Public boys	Public girls	Public mixed	R.E. Sample	Maintained boarding schools	Public boys	Public girls	Public mixed	R.E. Sample	Maintained boarding schools
Boarding schools	114	35	—	9	80	10	4	—	8	7
Mainly boarding schools	111	50	30	37	40	10	1.5	17	5	4
Mainly day schools	95	57	—	14	—	2	0	—	0	—
Day schools	44	22	—	24	—	12	0	—	0	—

Note: 6 H.M.C. boarding schools have playing field areas of over 100 acres, and a further 8 H.M.C. schools areas of between 80 and 100 acres.

Source: Commission Questionnaire.

13, 14 and 15. *Average number of hours per year spent by pupils on study and games*

No. of hours

Average number of hours per year during which pupils were engaged in the following activities:	Wholly and mainly boarding schools					Wholly and mainly day schools				
	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
(a) <i>Pupils aged 13-14 years</i>										
(i) Study under the direction of a teacher (including art, crafts, music etc.)	851.0	793.5	785.1	825.0	825.3	830.2	782.0	—	797.7	837.4
(ii) Private study at school and preparation (boarding pupils) or private study at school and homework (day pupils)	302.5	326.2	201.5	311.0	300.6	306.7	303.2	—	304.3	260.3
(iii) Organised games, athletics or physical education	176.9	165.8	145.5	171.5	172.3	150.3	107.7	—	121.6	85.3
No. of schools answering question	98	77	3	178	11	26	54	—	80	20
(b) <i>Pupils about to take G.C.E. 'O' level</i>										
(i) Study under the direction of a teacher (including art, crafts, music, etc.)	849.3	789.1	667.8	820.7	837.8	834.8	766.8	—	788.9	802.1
(ii) Private study at school and preparation (boarding pupils) or private study at school and homework (day pupils)	375.1	457.4	350.7	409.4	416.5	374.0	441.0	—	419.2	422.3
(iii) Organised games, athletics or physical education	169.4	142.7	139.7	157.6	166.5	141.9	80.9	—	100.7	67.0
No. of schools answering question	98	74	3	175	11	26	54	—	80	19
(c) <i>Pupils about to take G.C.E. 'A' level</i>										
(i) Study under the direction of a teacher (including art, crafts, music etc.)	711.0	612.7	538.1	667.6	582.9	719.0	614.0	—	648.1	680.4
(ii) Private study at school and preparation (boarding pupils) or private study at school and homework (day pupils)	561.7	697.0	567.3	617.2	596.5	594.1	690.1	—	659.0	631.0
(iii) Organised games, athletics or physical education	163.8	110.2	122.5	141.0	137.2	132.1	69.9	—	90.1	50.0
No. of schools answering question	95	68	3	166	8	24	50	—	74	17
No. of schools in survey	105	77	3	185	12	29	58	—	87	21

Note: The number of hours per year worked by pupils in each school was obtained by multiplying the number of hours per week given in answer to Question 14 by the number of working weeks per year—calculated by dividing the number of days per year on which the school met for teaching (Question 13) by the appropriate number of working days per week (Question 15). Reference was made, where necessary, to specimen timetables supplied by the schools.

Source: Kalton—additional information.
Commission Questionnaire.

15. *Attendance at school on Saturdays*

No. of schools

Saturday attendance	Wholly and mainly boarding schools					Wholly and mainly day schools				
	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
<i>Saturday morning:</i>										
For academic work	100	55	3	158	5	18	5	—	23	—
For organised games	—	2	—	2	1	1	—	—	1	2
For both academic work and games	—	9	—	9	1	1	—	—	1	—
For neither	—	10	—	10	5	5	52	—	57	17
Total	100	76	3	179	12	25	57	—	82	19
<i>Saturday afternoon:</i>										
For academic work	2	1	—	3	1	—	—	—	—	—
For organised games	88	12	1	101	4	17	1	—	18	1
For both academic work and games	2	1	—	3	1	—	—	—	—	—
For neither	8	62	2	72	6	8	56	—	64	18
Total	100	76	3	179	12	25	57	—	82	19

Notes: 1. The figures for H.M.C. schools are confined to Saturday attendance by 16 year old boys during the Lent term. Figures for all other schools have therefore been related to this.

2. Some schools which have both day and boarding pupils stated that the day pupils were not required to attend school on Saturday. Arrangements for boarders in such schools have been included in the table.

3. The figures for organised games exclude those schools which specified that school teams only were required to attend.

Source: Kalton—additional information.
Commission Questionnaire.

16. *'O' level examinations—England and Wales**Average size of teaching sets*

Subject	H.M.C. boys	G.B.A. boys	Public girls	Public mixed	Total public schools	R.E. Sample
English	—	19	20	22	20	20
Mathematics	20	16	15	18	18	15
All Arts subjects (including English)	20	16	15	18	17	13
All Science subjects (including Mathematics)	20	16	14	15	17	14
Non-academic subjects	—	14	11	12	12	12
All subjects	—	16	14	16	15	14

Notes: 1. There is no information for H.M.C. boys' schools in the categories 'English', 'Non-academic subjects' and 'All subjects'. The average size of teaching sets for total public schools has therefore been calculated, in these three categories, excluding H.M.C. boys schools.

2. Arts subjects include languages, history, geography, social sciences etc.

3. Science subjects include physics, chemistry, biology, geology etc.

4. Non-academic subjects include art, music, practical and domestic subjects etc.

Source: Kalton 5.3 Page 66.
Commission Questionnaire.

17. Table A

'A' level examinations—England and Wales

Average size of teaching sets

Subject	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
All Arts subjects	9	6	10	8	5
All Science subjects	10	4	7	9	5
Non-academic subjects	7	4	6	6	3
All subjects	10	5	8	8	4

Notes: 1. Arts subjects include languages, history, geography, social sciences etc.
 2. Science subjects include mathematics, physics, chemistry, biology, geology etc.
 3. Non-academic subjects include art, music, practical and domestic subjects etc.

Source: Kalton—additional information.
 Commission Questionnaire.

Table B

'A' level examinations—England and Wales

Number of schools offering each Advanced level subject

No. of schools

Subject	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
English	125	131	3	259	22
History	124	129	3	256	22
Ancient History	76	8	—	84	1
Economics	62	10	—	72	3
Geography	110	104	3	217	11
Latin	106	88	2	196	8
Greek	78	18	—	96	2
Modern Latin	24	1	—	25	—
French	123	125	3	251	20
German	91	70	3	164	5
Italian	4	11	—	15	—
Spanish	40	31	1	72	4
Russian	10	3	—	13	—
Welsh	—	—	—	—	—
Mathematics (any category)	125	94	3	222	14
Physics	125	90	3	218	10
Chemistry	124	95	3	222	3
Botany	53	32	3	88	2
Zoology	63	54	2	119	4
Biology	104	73	1	178	10
Geology	15	—	—	15	—
Technical Drawing	6	—	1	7	—
Religious Knowledge	26	35	—	61	2
General Studies	8	8	1	17	2

Table B (continued)

Subject	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
Art	77	104	3	184	14
Music	35	46	1	82	3
Arts and Crafts	3	—	—	3	1
Woodwork	2	—	—	2	—
Metalwork	2	—	—	2	—
Domestic Subjects	—	23	1	24	2
No. of schools offering 'A' level subjects	125	132	3	260	25

Note: The subjects listed are those studied in preparation for the Summer 1966 'A' level examinations or, in the case of H.M.C. boys schools, the Summer 1964 examinations.

Source: Kalton—additional information.
Commission Questionnaire.

Table C

'A' level Mathematics—England and Wales

Percentages

Schools which:	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
(a) do not offer Mathematics at 'A' level	—	29	—	15	44
(b) offer one Mathematics subject	19	35	33	27	40
(c) offer more than one Mathematics subject	81	36	67	58	16
Total	100	100	100	100	100
No. of schools offering 'A' level subjects	125	132	3	260	25

Notes: 1. This table shows subjects offered in preparation for the Summer 1966 'A' level examinations, or in the case of H.M.C. schools, the Summer 1964 examinations.

2. Some schools, e.g. those following the Schools Mathematics Project, make it a matter of policy not to enter candidates for more than one 'A' level Mathematics subject.

Source: Kalton—additional information.
Commission Questionnaire.

Table D

'A' level examinations—England and Wales

Number of subjects offered by schools

No. of schools

Number of subjects	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
No subjects	—	—	—	—	4
Less than 5	—	12	—	12	7
6	—	7	—	7	4
7	—	3	—	3	4
8	2	4	—	6	1
9	4	11	—	15	2
10	6	17	—	23	2
11	5	21	—	26	1
12	11	10	1	22	2
13	6	14	—	20	1
14	13	10	—	23	—
15	14	6	1	21	1
16	15	6	—	21	—
17	12	5	1	18	—
18	13	2	—	15	—
19	11	3	—	14	—
20	7	—	—	7	—
21	3	1	—	4	—
22	3	—	—	3	—
23	—	—	—	—	—
24	—	—	—	—	—
More than 25	—	—	—	—	—
Median number of subjects offered	16	11	15	13	6
No. of schools answering question	125	132	3	260	29

Notes: 1. The number of subjects listed are those offered in preparation for the Summer 1966 'A' level examinations, or, in the case of H.M.C. schools, the Summer 1964 examinations.

2. The number of subjects offered by a typical school in each category is given by the median.

Source: Kalton—additional information.
Commission Questionnaire.

Table E

'A' level examinations—England and Wales

Number of subjects offered by schools

No. of schools

Number of subjects	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
20 or more	13	1	—	14	—
19 "	24	4	—	28	—
18 "	37	6	—	43	—
17 "	49	11	1	61	—
16 "	64	17	1	82	—
15 "	78	23	2	103	1
14 "	91	33	2	126	1
13 "	97	47	2	146	2
12 "	108	57	3	168	4
11 "	113	78	3	194	5
10 "	119	95	3	217	7
9 "	123	106	3	232	9
8 "	125	110	3	238	10
7 "	125	113	3	241	14
6 "	125	120	3	248	18
5 "	125	122	3	250	20
4 "	125	126	3	254	20
3 "	125	128	3	256	22
2 "	125	132	3	260	23
1 "	125	132	3	260	25
None	—	—	—	—	4
No. of schools answering question	125	132	3	260	29

Note: The number of subjects listed are those offered in preparation for the Summer 1966 'A' level examinations, or, in the case of H.M.C. schools, the Summer 1964 examinations.

Source: Kalton—additional information.
Commission Questionnaire.

18. The answers to this question, for reasons which will be apparent, cannot be presented meaningfully except in relation to individual schools and have not therefore been tabulated.

19. Table A

Sixth Form non-examination courses

No. of courses offered:	G.B.A. boys	Public girls	Public mixed	Total public schools (excluding H.M.C. boys)	R.E. Sample
General	1	77	1	79	2
Pre-nursing	—	29	1	30	2
Domestic	—	5	—	5	—
Commercial/Secretarial	—	15	—	15	3
Craft	—	1	—	1	—
Other	1	—	—	1	2
Total	2	127	2	131	9
No. of schools offering courses	2	103	2	107	6
No. of schools in survey	15	135	3	153	33

Source: Commission Questionnaire.

Table B

No. of pupils taking non-examination courses

No. of pupils taking courses:	G.B.A. boys	Public girls	Public mixed	Total public schools (excluding H.M.C. boys)	R.E. Sample
General	10	614	—	624	4
Pre-nursing	—	215	4	219	11
Domestic	—	53	—	53	—
Commercial/Secretarial	—	75	—	75	25
Craft	—	2	—	2	—
Other	9	—	—	9	4
Total	19	959	4	982	44
No. of schools giving details of pupils taking courses	2	82	1	85	5
No. of schools offering courses	2	103	2	107	6

Source: Commission Questionnaire.

20. The replies to this question have been included in the summary of the replies to Question 35.

21. *Religious denominations*

No. of schools

Denomination	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
Church of England	90	80	—	170	5
Roman Catholic	9	7	—	16	15
Methodist	4	7	—	11	—
Congregationalist	2	—	—	2	—
Society of Friends	2	2	2	6	2
Episcopal Church in Scotland	2	—	—	2	—
Church of Scotland	1	1	—	2	1
Church in Wales	1	—	—	1	—
Jewish	1	—	—	1	—
Moravian	—	1	—	1	—
Christian Science	—	1	—	1	—
Interdenominational	4	8	—	12	2
Undenominational	18	28	1	47	8*
Total	134	135	3	272	33

*One school in the R.E. Sample has been placed in this category for the purposes of this and the two following tables, although it has no religious worship or doctrinal teaching.

Note: Denominational character has been determined in the following way: first, if the school's instrument of foundation prescribes a denominational character, this denomination is taken; secondly, if it cannot be determined in this way, the denomination is taken as that of the school's weekday services (about one-third of the schools being day or mainly day schools).

Source: Kalton—additional information.
Commission Questionnaire.

22. Hours per week spent on religious worship by denomination

No. of schools

	Weekdays				Sunday*			
	Church of England	Roman Catholic	Free Church & Other	Undenominational	Church of England	Roman Catholic	Free Church & Other	Undenominational
<i>No religious worship</i>								
Public boys	—	—	—	—	—	—	—	—
Public girls	—	—	—	—	—	—	—	—
Public mixed	—	—	1	—	—	—	—	—
Total public schools	—	—	1	—	—	—	—	—
R.E. Sample	—	1	—	2	—	—	—	—
<i>Under 1 hour</i>								
Public boys	17	4	—	3	29	—	—	4
Public girls	9	1	2	4	8	—	—	1
Public mixed	—	—	—	—	—	—	—	1
Total public schools	26	5	2	7	37	—	—	6
R.E. Sample	2	1	2	—	1	—	1	1
<i>1 hour and under 2</i>								
Public boys	67	1	9	14	62	7	13	7
Public girls	58	3	12	23	52	6	11	20
Public mixed	—	—	—	1	—	—	2	—
Total public schools	125	4	21	38	114	13	26	27
R.E. Sample	1	11	3	5	4	8	2	4
<i>2 hours and under 3</i>								
Public boys	8	—	2	1	1	1	1	—
Public girls	10	1	5	1	3	—	6	1
Public mixed	—	—	—	—	—	—	—	—
Total public schools	18	1	7	2	4	1	7	1
R.E. Sample	1	1	—	1	—	1	2	—
<i>More than 3 hours</i>								
Public boys	1	4	3	—	—	—	—	—
Public girls	3	2	1	—	—	—	—	—
Public mixed	—	—	1	—	—	—	—	—
Total public schools	4	6	5	—	—	—	—	—
R.E. Sample	1	1	—	—	—	—	—	—

*Excluding those schools which are day only or weekly boarding.

Note: The Church in Wales and the Episcopal Church in Scotland have been included in the column headed Church of England.

Source: Commission Questionnaire.

23. Hours per week spent on religious instruction by denomination

No. of schools

	Pupils aged 13-14 years				Sixth form pupils*			
	Church of England	Roman Catholic	Free Church & Other	Undenominational	Church of England	Roman Catholic	Free Church & Other	Undenominational
<i>No religious instruction†</i>								
Public boys	—	—	—	1	3	—	—	3
Public girls	—	—	—	—	2	—	—	2
Public mixed	—	—	1	1	—	—	1	1
Total public schools	—	—	1	2	5	—	1	6
R.E. Sample	—	—	—	1	1	—	—	2
<i>Under 1 hour</i>								
Public boys	31	—	5	9	46	2	9	10
Public girls	11	—	5	9	47	—	17	22
Public mixed	—	—	—	—	—	—	1	—
Total public schools	42	—	10	18	93	2	27	32
R.E. Sample	1	—	2	4	2	—	4	4
<i>1 hour and under 2</i>								
Public boys	59	2	8	8	42	—	4	5
Public girls	62	1	13	18	31	1	2	4
Public mixed	—	—	1	—	—	—	—	—
Total public schools	121	3	22	26	73	1	6	9
R.E. Sample	2	—	3	3	1	5	1	1
<i>2 hours and under 3</i>								
Public boys	3	6	—	—	2	7	—	—
Public girls	6	5	2	1	—	6	1	—
Public mixed	—	—	—	—	—	—	—	—
Total public schools	9	11	2	1	2	13	1	—
R.E. Sample	1	8	—	—	—	7	—	—
<i>More than 3 hours</i>								
Public boys	—	1	1	—	—	—	1	—
Public girls	1	1	—	—	—	—	—	—
Public mixed	—	—	—	—	—	—	—	—
Total public schools	1	2	1	—	—	—	1	—
R.E. Sample	1	7	—	—	1	1	—	—

*Excluding those schools with no sixth form.

†Several of the schools which stated that they had no set periods for R.I. indicated that R.I. was included elsewhere in the curriculum, in, for example, General Studies courses.

Note: The Church in Wales and the Episcopal Church in Scotland have been included in the column headed Church of England.

Source: Commission Questionnaire.

24. Arrangements for pupils to be excused from religious worship and religious instruction

Table A

Excusal from religious worship and religious instruction

	No. of schools				
	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
<i>No. of schools which allow excusal</i>					
Church of England	77	52	—	129	4
Roman Catholic	1	2	—	3	8
Undenominational	15	24	—	39	5
Free Church and other	10	12	—	22	3
<i>No. of schools which do not allow excusal</i>					
Church of England	16	27	—	43	1
Roman Catholic	8	5	—	13	5
Undenominational	3	4	1	8	1
Free Church and other	4	7	2	13	1
Total	134	133	3	270	28
No. of schools in survey	134	135	3	272	33

Notes: 1. The one school included in the R.E. Sample which has no religious worship or doctrinal teaching has been excluded from the table.

2. The Church in Wales and the Episcopal Church in Scotland have been included in the heading Church of England.

Source: Commission Questionnaire.

Table B

No. of schools which allow excusal on grounds specified below

	No. of schools				
	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
Excusal on the grounds of another religion or denomination					
Church of England	74	51	—	125	4
Roman Catholic	1	2	—	3	7
Undenominational	14	24	—	38	5
Free Church and other	8	11	—	19	3
Total	97	88	—	185	19
Excusal on the grounds of agnosticism or atheism					
Church of England	11	5	—	16	—
Roman Catholic	—	—	—	—	—
Undenominational	4	7	—	11	2
Free Church and other	2	2	—	4	—
Total	17	14	—	31	2
Excusal for other reasons					
Church of England	14	6	—	20	—
Roman Catholic	—	—	—	—	1
Undenominational	2	—	—	2	—
Free Church and other	3	3	—	6	—
Total	19	9	—	28	1

Notes: 1. The one school included in the R.E. Sample which has no religious worship or doctrinal teaching has been excluded from the table.

2. The Church in Wales and the Episcopal Church in Scotland have been included in the heading Church of England.

3. Several schools included in the above figures stated that, although they made arrangements for pupils to be excused from religious worship and instruction, they had no pupils using such arrangements at the time of completing the questionnaire.

Source: Commission Questionnaire.

Table C

No. of pupils excused

No. of pupils

	Religious worship					Religious instruction				
	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
Excusal on the grounds of another religion or denomination										
Church of England	1,168	259	—	1,427	9	577	232	—	809	15
Roman Catholic	2	150	—	152	183	2	10	—	12	11
Undenominational	330	219	—	549	12	255	178	—	433	24
Free Church and other	31	69	—	100	2	30	131	—	161	4
Total	1,531	697	—	2,228	206	864	551	—	1,415	54
Excusal on the grounds of agnosticism or atheism										
Church of England	17	2	—	19	—	4	3	—	7	—
Roman Catholic	—	—	—	—	—	—	—	—	—	—
Undenominational	6	2	—	8	—	2	1	—	3	—
Free Church and other	—	1	—	1	—	—	1	—	1	—
Total	23	5	—	28	—	6	5	—	11	—
Excusal for other reasons										
Church of England	219	30	—	249	—	71	23	—	94	—
Roman Catholic	—	—	—	—	—	—	—	—	—	—
Undenominational	3	—	—	3	—	2	—	—	2	—
Free Church and other	—	—	—	—	—	—	1	—	1	—
Total	222	30	—	252	—	73	24	—	97	—

Notes: 1. The one school included in the R.E. Sample which has no religious worship or doctrinal teaching has been excluded from the table.

2. The Church in Wales and the Episcopal Church in Scotland have been included in the heading Church of England.

Source: Commission Questionnaire.

25. Participation in local activities by schools with boarding pupils

Percentages

	Boarding pupils					Day pupils				
	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
Schools where pupils participate regularly in:										
(a) Worship in a local church	52	80	67	65	58	91	58	33	77	65
(b) Membership of a local youth organisation	21	29	33	25	29	74	57	33	66	59
(c) Membership of a local sports club	29	22	67	26	13	58	54	33	56	29
(d) Membership of a local society, e.g. Arts, Music, Dramatic	42	41	67	42	50	73	63	67	69	35
(e) Voluntary social work	93	68	100	82	46	97	55	67	79	47
(f) Other activities	20	14	—	17	8	26	13	—	20	—
No. of schools answering question	126	106	3	235	24	89	67	2	158	17

Notes: 1. As some schools have pupils participating in more than one activity, percentages add to more than 100 per cent.

2. This table excludes day only schools. The day pupils in the table are those attending boarding schools. Not all schools were able to give details of the extra-curricular activities of their day pupils.

3. 'Other activities' include bell-ringing and organ playing in local churches, etc. and evening classes at local further education colleges.

Source: Commission Questionnaire.

26. Joint activities with neighbouring maintained schools

The answers to this question varied considerably in the amount of detail given about joint activities and it was not possible to devise a table to illustrate the differences between schools which may have, for example, only an occasional sporting fixture with maintained schools and those at which the links are much closer.

Percentages

Schools which join with neighbouring maintained schools:	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
(a) for academic purposes	4	8	—	6	4
(b) for sports and games	90	83	100	87	86
(c) in joint social activities	64	42	100	54	50
Schools which participate in any joint activities	95	88	100	91	86
No. of schools answering question	134	124	2	260	28

- Notes: 1. As some schools have more than one joint activity percentages add to more than 100 per cent.
 2. Academic purposes include short term exchanges of staff or pupils and joint use of teaching facilities (the majority of these latter cases are girls' schools at sixth form level).
 3. Social activities include joint dramatic productions, joint school magazines, debates, society meetings and dances.

Source: Commission Questionnaire.

27. Newspapers and journals

Table A

Newspapers and journals provided for boarding pupils by the schools

Newspapers	Percentages						Journals	Percentages					
	Schools providing each paper							Schools providing each journal					
	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	Main-tained boarding schools		Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	Main-tained boarding schools
Times	90	88	100	89	57	50	Economist	70	28	33	50	13	20
Guardian	76	58	100	68	39	70	New Statesman	79	52	100	67	22	25
Telegraph	83	90	67	86	78	90	Spectator	78	54	100	67	22	20
Mail	67	44	100	57	26	80	Time & Tide	35	16	—	26	13	15
Express	67	38	67	54	52	70	Listener	84	72	100	79	43	45
Sun	35	7	67	23	4	50	New Society	43	34	100	39	4	25
Sketch	15	2	—	9	—	10	New Scientist	81	51	100	67	35	45
Mirror	13	5	67	10	—	20	Illustrated London News	53	59	33	56	26	30
Morning Star	6	2	—	4	—	—	Punch	54	37	67	46	13	30
Sunday Times	89	82	100	86	70	70	Paris Match	44	35	67	40	13	30
Observer	86	69	100	78	57	55	Scientific American	33	15	33	25	13	5
Sunday Telegraph	69	46	67	59	43	45	Life	33	5	—	20	4	20
Sunday Express	60	28	33	45	39	60	Encounter	25	7	67	18	—	—
Sunday Citizen	2	1	—	2	—	—	Time	20	4	—	12	9	10
The People	7	1	—	4	4	10	Statist	13	1	—	7	—	5
News of the World	5	1	—	3	—	—	U.N. Courier	10	10	100	11	—	15
Sunday Mirror	8	2	33	5	—	10	Newsweek	7	—	—	4	—	—
							Weekly Guardian	6	5	—	5	—	5
No. of schools answering question	126	110	3	239	23	20	No. of schools answering question	126	110	3	239	23	20
No. of schools in survey with boarding pupils	126	112	3	241	24	20	No. of schools in survey with boarding pupils	126	112	3	241	24	20

Note: Since most schools provide more than one newspaper or journal, percentages add to more than 100 per cent.

Source: Commission Questionnaire.

Table B

Newspapers and journals not provided by the school

	Percentages					
Schools where pupils are:	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	Maintained boarding schools
Allowed to buy newspapers and journals not provided by the school	93	72	100	84	88	76
Allowed to buy newspapers and journals from an approved list	1	12	—	6	4	12
Not allowed to buy newspapers and journals not provided by the school	6	16	—	10	8	12
Total	100	100	100	100	100	100
No. of schools answering question	121	107	3	231	24	17
No. of schools in survey with boarding pupils	126	112	3	241	24	20

Source: Commission Questionnaire.

28. *School libraries*

	Percentages				
No. of books in school library	Public boys*	Public girls	Public mixed	Total public schools*	R.E. Sample
<i>Fiction</i> Under 1,000	27	19	33	21	48
1,000—	60	52	—	52	41
2,000—	7	17	33	16	11
3,000—	—	8	33	8	—
5,000 and over	7	4	—	4	—
Total	100	100	100	100	100
No. of schools answering question	15	113	3	131	27
<i>Non-fiction</i> Under 4,000	60	47	—	47	93
4,000—	33	38	67	38	7
8,000—	7	12	—	11	—
12,000—	—	3	—	2	—
20,000 and over	—	1	33	2	—
Total	100	100	100	100	100
No. of schools answering question	15	113	3	131	27
<i>Total library</i> Under 5,000	16	42	—	28	93
5,000—	40	41	67	41	7
10,000—	20	12	—	16	—
15,000—	14	5	—	10	—
25,000 and over	10	1	33	6	—
Total	100	100	100	100	100
No. of schools answering question	120	118†	3	241†	27

†A further 5 public girls' schools which gave information only on the total number of books in school libraries have been included in the section headed "Total library" and the percentages for "Public girls" in this section calculated on the basis of 118 replies.

*As information on H.M.C. schools is available only for the total number of books in school libraries, the percentages for "Public boys" and "Total public schools" have been calculated excluding H.M.C. schools in the sections "Fiction" and "Non-fiction" but including H.M.C. schools in the section "Total Library".

Source: Kalton 7.8 Page 117, and additional information.
Commission Questionnaire.

29. Boarding houses or units

Number of houses in each type of school

Number of boarders in houses	Junior houses Age 8—11—15						Senior houses Age 13—15—18						All age houses Age 8—11—18					
	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	Main- tailed boarding schools	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	Main- tailed boarding schools	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	Main- tailed boarding schools
0-20	20	14	1	35	6	6	3	31	—	34	2	1	1	7	—	8	3	—
21-30	20	27	—	47	2	25	23	25	—	48	5	7	—	23	—	23	3	8
31-40	22	30	1	53	2	4	43	33	—	76	3	6	7	40	—	47	3	—
41-50	14	19	—	33	2	5	129	32	—	161	6	6	4	75	—	79	—	—
51-60	19	8	—	27	2	—	245	16	—	261	—	6	3	55	—	58	3	10
61-70	6	—	—	6	1	—	154	1	—	155	1	1	12	23	—	35	1	16
71-80	2	2	—	4	1	—	41	2	—	43	1	—	—	3	—	3	—	—
81-90	2	1	—	3	—	—	5	—	—	5	—	—	1	7	—	8	—	1
91-100	2	2	—	4	—	—	1	1	—	2	1	—	—	2	1	3	—	—
100 and over	2	1	—	3	—	—	6	1	—	7	—	1	—	6	1	7	2	—

Source: Commission Questionnaire.

30. *Sleeping accommodation*

Table A

Size of bedrooms and dormitories in schools with boarding pupils

No. of pupils per bedroom	Percentages					
	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	Maintained boarding schools
Single rooms	55	33	5	45	14	11
Double rooms	5	18	11	11	17	6
3-6 pupils	15	38	46	25	47	34
7-12 pupils	15	10	28	13	17	29
13-16 pupils	5	1	1	3	2	6
17-20 pupils	2	.	3	2	—	5
Over 20 pupils	3	.	6	2	3	9
Total	100	100	100	100	100	100
Total number of bedrooms stated	8,413	6,131	122	14,666	452	469
Highest number of pupils per bedroom stated	64	26	42	64	54	32

Source: Commission Questionnaire.

Table B

Size of bedrooms

Proportion of schools which have as the smallest size of bedrooms:	Percentages					
	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	Maintained boarding schools
(a) Single rooms	62	80	100	71	58	40
(b) Double rooms	11	14	—	12	17	20
No. of schools answering question	122	109	3	234	24	20

Source: Commission Questionnaire.

31. *Weekly boarding arrangements*

Number of pupils sleeping at home regularly at weekends:	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	Maintained boarding schools
Every week	282	419	—	701	89	—
Every second week	72	68	—	140	11	—
No. of schools which allow pupils to sleep at home regularly at weekends as a percentage of the number of schools in survey with boarding pupils.						
Every week	5%	27%	—	24%	38%	—
Every second week	2%	4%	—	2%	8%	—
No. of schools in survey with boarding pupils	126	112	3	241	24	20

Source: Commission Questionnaire.

32. *Pupils remaining at school during holidays*

Number of pupils remaining at school during:	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	Maintained boarding schools
The 1966 Easter holiday	43	10	—	53	13	—
The mid-term break in the Summer term of 1966	629	238	4	871	19	150
Proportion of schools which allow pupils to remain at school during holidays	40%	39%	33%	39%	50%	30%
No. of schools answering question	124	106	3	233	24	20

Source: Commission Questionnaire.

33. *Parental visits*

Table A

Occasions when parents may take out their sons/daughters

Percentages

	For pupils taking 'O' level and under						For sixth form pupils					
	Public boys	Public girls	Public mixed	Total public schools	R.E. sample	Main-tained boarding schools	Public boys	Public girls	Public mixed	Total public schools	R.E. sample	Main-tained boarding schools
Schools which restrict such occasions	60	88	33	72	88	90	56	75	33	65	65	91
Schools which do not restrict such occasions	40	12	67	28	12	10	44	25	67	35	35	9
Total	100	100	100	100	100	100	100	100	100	100	100	100
No. of schools answering question	121	107	3	231	24	20	121	107	3	231	20*	11*

*The schools excluded are those without sixth forms.

Source: Commission Questionnaire.

Table B

Number of times pupils are allowed out with their parents by those schools which restrict such occasions

Number of times	Pupils taking 'O' level and under						Sixth form pupils					
	Public boys	Public girls	Public mixed	Total public schools	R.E. sample	Main-tained	Public boys	Public girls	Public mixed	Total public schools	R.E. sample	Main-tained
0	—	1	—	1	—	6	—	—	—	—	—	10
1	1	1	—	1	—	6	1	—	—	1	—	10
2	24	11	100	17	33	22	22	6	100	14	38	10
3	36	31	—	33	29	44	34	20	—	26	23	40
4	18	24	—	22	5	6	19	25	—	22	8	10
5	6	12	—	9	5	—	9	15	—	12	—	—
6 or more	15	20	—	18	29	17	15	34	—	25	31	20
Total	100	100	100	100	100	100	100	100	100	100	100	100
No. of schools which restrict such occasions	72	94	1	167	21	18	68	80	1	149	13	10

Source: Commission Questionnaire.

34. Non-teaching staff

	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
<i>Mainly boarding schools</i>					
Ratio of full-time non-teaching staff to pupils	1: 6	1: 7	1: 6	1: 6	1: 10
Ratio of all non-teaching staff (i.e. full-time and part-time) to pupils	1: 4	1: 4	1: 5	1: 4	1: 5
<i>Mainly day schools</i>					
Ratio of full-time non-teaching staff to pupils	1: 17	1: 23	—	1: 20	1: 31
Ratio of all non-teaching staff (i.e. full-time and part-time) to pupils	1: 9	1: 10	—	1: 10	1: 18

Source: Commission Questionnaire.

35. Major changes in the last five years

The following extracts from Questions 20 and 35 of P.S.C.Q.2 illustrate the variety of changes which have taken place in independent schools in the last few years. Not all the changes detailed below are necessarily "major" changes but those recorded may nevertheless have had a significant effect on the teaching or ethos of the schools.

The extracts quoted are in most cases, illustrations of changes which have occurred at more than one school.

Where percentages of schools affected are given, they only approximate. Although the answers provided detailed information, it was often qualitative rather than quantitative, and it would be misleading to draw exact statistical conclusions from it. Nevertheless, the percentages give a useful indication of the numbers of schools affected by the changes.

(a) PREMISES

Almost all schools had carried out major extensions or adaptations to their premises. Each change relates, however, to a particular school, and representative extracts cannot be quoted. An indication of the total of recent capital expenditure at public schools is included in Appendix 12.

(b) CURRICULUM

The extracts at (i) below illustrate the scope and variety of general changes which have been made. Later sections deal more specifically with: (ii) 'O' and 'A' level courses; (iii) C.S.E. courses; (iv) sixth form general courses and (v) Latin and (vi) Science teaching.

(i) General

"Entire curriculum was re-shaped in 1963 to broaden and diversify it and sixth form curriculum is under review again now, to make General Studies programme more coherent and to pave the way for major and minor subjects".

"Curriculum: *Academic*. A gradual development of Sixth Form work so that more people can take advantage of at least one Sixth Form year. Those not able to do a full 'A' Level course have the opportunity of a mixed 'O' and 'A' Level course. *Less Academic*. Experiments in the secondary examinations have now culminated in an active participation in the local C.S.E."

"Arrangement of subjects in the two years leading to 'O' level in such a way that whilst every boy takes English Language, Religious Knowledge, French and Mathematics, there is a wide choice for the remaining subjects".

"Lower School specialisation into Science and Arts sides before 'O' Level abolished—all boys do common curriculum up to 'O' Level, except that those doing Greek and German drop Geography and those not doing Latin do Biology".

"Russian has taken the place of German as our second modern language though we maintain a Sixth Form German-for-Scientists course as well".

"To encourage Mathematics with weaker sets, a course was arranged in Navigation—it proved too difficult for this group and may be introduced as a new subject for 'O' Level".

"Introduction of 'Oral English' classes throughout, including Movement, Mime, Improvisation, 'Public Speaking'. Unselected entry to Cambridge O.E. exam".

"Art—Various experiments e.g. collages in fabric; fabric, metal foils, batik and tie dyeing, clay modelling and plaster casting, three-dimensional work in polystyrene".

"In consultation with the . . . College of Art, a new course in 'Design and Vision' is being introduced in the year before 'O' Level. This will continue throughout the school in due course and is the result of co-operation between the masters concerned with painting, sculpture, pottery, wood and metal work, printing and mechanical drawing".

"Music. Lower Fifth 'O' Levels since 1965. In class Music Lessons, the emphasis has been switched to practical music-making rather than singing and pure theory—mainly to sustain interest at the Fourth Form Stage where it tends to flag. Saxophone and Guitar added to the range of instruments for individual tuition. In the orchestra, the variety of instruments and the scope

of work has been increased, and from 1966 parents are playing in the orchestra".

"In 1966 we have begun Class teaching of music which was strongly recommended by the Inspectors. In 1967 we plan the introduction of Class teaching of Violin and Violincello".

(ii) *'O' and 'A' level course curricula*

72 per cent of boys' public schools, 52 per cent of girls' public schools and 39 per cent of the sample of independent recognised efficient schools recorded changes in 'O' and 'A' level curricula. Apart from the addition of more subjects (particularly Science subjects in girls' schools), many schools had reorganised the curriculum to allow for far more combinations of subjects.

Boys' public schools

"Introduction of Technical Drawing for 'O' and 'A' Level exams.

Introduction of Music for 'O' and 'A' Level exams.

Introduction of Economics for 'O' Level.

Introduction of Logic for 'O' Level.

Introduction of Spanish for 'O' Level".

"It is now intended to introduce in September 1967 a new time-table which will substantially alter the curriculum in the Upper School. The specialist work will be adjusted to allow for three columns of subjects which will not only provide a more efficient organisation for the very large number of combinations at present available, but will also increase the choice allowing, for example, a combination of Arts and Science subjects. Some new subjects will be added such as Foreign Texts and quite probably Physical Sciences. In the last five years the following subjects have been added to the curriculum of the Upper School:

Russian

History of Art to 'A' Level

Economics and British Constitution

Divinity to 'A' Level".

"The 'Side' structure of the Upper School has been abolished so that boys' 'A' Level options have been made wide open, with a significant increase in the number of sixth form mathematicians".

"Establishment of Sixth Form 'A' Level grid, giving over 132 different permutations of 'A' Level subjects (66 of these currently in use)".

"More boys taking an 'A' Level course comprising a combination of Arts and Science subjects".

Girls' public schools

"'O' Level Spanish and Russian introduced into the curriculum. 'A' Level British Constitutional History introduced into the curriculum".

"Introduction of 'A' Level work in Physics, Chemistry, Biology, Botany, Zoology, Mathematics, in addition to arts subjects already taken".

"No blocking of subjects so that a pupil may take any combination of subjects at 'O' Level and 'A' Level".

A boys' independent school

"Technical Drawing and Brickwork have been dropped. German and Art have been added to 'O' Level. English, History, Mathematics, Physics and Biology at 'A' Level".

(iii) *C.S.E. examination courses*

7 per cent of boys' public schools, 13 per cent of girls' public schools and 12 per cent of the sample of independent recognised efficient schools recorded that they had introduced C.S.E. courses.

A boys' public school

"C.S.E. to be taken in 1967—Modes A & B by 15 boys in B Stream, as a step towards G.C.E. 'O' Level a year later. Previously this Form took the College of Preceptors Examination at this point".

Girls' public schools

"The timetable has been widened to take in work at C.S.E. Level in a limited number of subjects. This has meant experiments with field work and visual and aural aids. These changes relate largely to English, French, German, Geography, Maths and Science".

"Use of C.S.E. Examination in French, Maths and Science taken in conjunction with Cambridge G.C.E. at 'O' Level, so that a girl can take each of her subjects in either examination".

A boys' independent school

"Modern Languages. The approach to both French and German is primarily conversational—a mode 3 C.S.E. syllabus is being prepared in which conversation will merit 80 per cent of the final mark".

(iv) *Sixth form general courses*

42 per cent of boys' public schools, 30 per cent of girls' public schools and 6 per cent of the sample of independent recognised efficient schools indicated that they now placed greater emphasis on sixth form general and minority time courses.

Boys' public schools

"The 'Agreement for Broadening the Curriculum' has been adopted in the Sixth Form, covering: General English (including the 'Use of English' Examination; 25 pupils receive one period per week); Current Affairs (25 pupils receive two periods per week); Modern History (18 pupils receive one period per week); Philosophy (25 pupils receive one period per week); Musical Appreciation (25 pupils receive one period per week)".

"During 1966-67 a year's course in Business Management Studies has been arranged for the whole Sixth form".

Girls' public schools

"A common course for all Sixth form girls has been introduced and there is no sub-division according to 'A' Level subjects taken. The course includes lecture-type periods, discussion sessions in small groups, films, etc. and topics covered are Use of English, Classic and Contemporary English Literature, Current Events, Modern History, Religious Instruction, Scientific Developments, Art, Music, and work in at least one Modern Language".

"The Sixth Form Society meets fortnightly, a subject is announced in advance and several of the girls preparing for 'A' Level in the subject read papers or prepare demonstrations which are then discussed by the non-specialists".

Mixed public schools

"A radical reorganisation of the General Studies course for all Sixth Formers in order to make it a central feature in the Sixth Form education".

"In the first year Sixth Form we have small Tutorial Groups for part of the general work we do; all 'A' Level candidates take the General Paper".

A boys' independent school

"General studies is taught by lectures and discussions, shared between Staff and Sixth, every day: this subject incorporates religious instruction: total of 4 hours weekly".

(v) Latin

16 per cent of boys' public schools, 7 per cent of girls' public schools and 6 per cent of the sample of recognised efficient independent schools noted a decreasing significance of Latin in the curriculum.

Boys' public schools

"Latin has been made an optional subject to German in the Senior School, and a non-Latin entry introduced at 11 + in the Junior School".

"Latin is no longer obligatory up to 'O' Level".

"Latin started at age 10½ in Junior School, instead of 9½. Non-Latin set in Senior School (studies Greek Literature in translation to 'O' Level)".

"Lowest Latin set gives up Latin in favour of extra Maths. or English".

Girls' public schools

"Postponement of starting Latin until 12 + stage, the Lower Fourth having a course in Universal Grammar, Myths and Roman History instead".

"Introduction of 'O' Level Needlework course for those unable to continue Latin after 2 years".

"Latin is no longer compulsory and the less academic pupils are given extra English as an alternative. The course includes project work, newspapers, creative writing".

A mixed public school

"A reduction, which is likely to become more pronounced, in the amount of Latin being taught. We may even eliminate it except as a course at Fourth, Fifth form level for specialists in the subject".

(vi) Science

19 per cent of boys' public schools and 12 per cent of girls' public schools recorded a greater emphasis on Science teaching. In several boys' schools it has been made compulsory up to 'O' Level.

Boys' public schools

"Middle and lower school. Chemistry which was previously an alternative to Greek or German was made compulsory (in 1963), and more recently both Physics and Chemistry have been allocated more periods and are compulsory subjects for all boys".

"Three periods of 'core' science per week have been introduced in the VI form when arts and science specialists are taught together".

"All boys required to study science to 'O' Level (or CSE)".

Girls' public schools

"Science (since 1965). Introduction of Physics and Chemistry as two subjects instead of Physics with Chemistry. This has meant doubling the time spent on Physics and Chemistry for Ordinary Level course. Those doing Physics and Chemistry no longer do Biology for Ordinary Level but follow an abbreviated course as introduction to Sixth Form work. General Science introduced into 11 + and 12 + Syllabus. Nuffield Chemistry Stage I 11 +".

"Science teaching in lower forms doubled".

"More science possible. Advanced level Chemistry now available, Physics introduced from age of 11—previously only taught to seniors".

(c) TEACHING METHOD

The most significant changes in teaching method have been: (i) the use of audio/visual techniques, particularly in Modern Languages; (ii) the introduction of Nuffield Science courses and Mathematics projects such as S.M.P. (School Mathematics Project) and M.E.I. (Mathematics in Education and Industry); (iii) the increase of project work in Geography and Biology; (iv) the use of tutorial and seminar teaching, experiments with teaching machines, team teaching and various other new techniques.

(i) Audio/visual techniques

82 per cent of boys' public schools, 72 per cent of girls' public schools and 45 per cent of the sample of independent recognised efficient schools recorded that they had introduced audio/visual aids. Of these schools 30 per cent of boys' public schools, 4 per cent of girls' public schools and 3 per cent of the sample of independent schools had a language laboratory in use.

(ii) Nuffield Science courses, "New" Mathematics, etc.

54 per cent of boys' public schools, 34 per cent of girls' public schools and 36 per cent of the sample of independent recognised efficient schools recorded that they had introduced new techniques in teaching Science or Mathematics and a further 16 per cent of boys' public schools, 28 per cent of girls' public schools and 27 per cent of the sample of independent schools that their teaching in these subjects had been influenced by the new methods, but that they had only partially adopted them. Several schools which have Junior Departments noted the introduction of new techniques designed specifically for younger children, not only in Mathematics and Science and Modern Languages (see (i) above) but also in Music, Reading etc.

(iii) Project work

19 per cent of boys' public schools, 21 per cent of girls' public schools and 12 per cent of the sample of independent recognised efficient schools noted that Project and Field work was gaining increasing importance, especially in the teaching of Geography and Biology.

(iv) Other new techniques

Schools recorded a variety of changes, as illustrated in the following comments.

Boys' public schools

"Everybody in the VI form is allotted to a director of studies; there are about 7 boys to each director and not more. The director is responsible for super-

vising the Upper School work; this introduces boys to the university tutorial system. All VI form boys do two essays a term in their spare time; these essays are gone through individually by masters—scientists will normally write an essay for an arts master and vice versa to ensure cross-fertilisation". "Tutorials introduced in certain 'A' Level subjects instead of total class-teaching".

"We have experimented in a small way with team teaching. This is used for 'A' Level Chemistry and for Latin lower down the School".

"Extension of Seminar teaching for VI Form. Experiments in 'Thesis' teaching in some subjects".

"Teaching machines experimented with, but discontinued".

A girls' public school

"Seminars—all girls in the Sixth attend weekly seminars. 10 lectures are given by the staff on a variety of general subjects".

A mixed public school

"Teaching Method. Introduction of remedial work for children whose potential is not borne out by their achievement. This is done chiefly in the first three years and is partly therapeutic in nature. The Remedial teacher is also interested in doing pioneer work on dyslexic children and we are admitting a number of these".

Boys' independent schools

"Specialist remedial staff are an *absolute necessity* if the intelligence range covers the 80 to 110 I.Q. Such staff *must* also have Primary experience".

"Sixth Form: teaching in all subjects except Mathematics, Physics and Chemistry is by seminar technique. Pupils in the Science subjects have a weekly tutorial at which they each read a paper on Physics or Chemistry. Physics and Chemistry, where they overlap, are taught together as a united Physical Sciences course, extra Physics and extra Chemistry being ancillary subjects. Similarly Mechanics is taught as one subject whether for Physics or for Mathematics".

A mixed independent school

"Some use of teaching machines in Middle School Mathematics".

(d) ROUTINE (the pattern of the pupils' daily life)

One of the most interesting changes in this area recorded by schools has been the reorganisation of the pattern of the traditional boarding school day (of morning and evening schoolwork and afternoon games). Other changes have been in: (ii) the number of teaching periods; (iii) leisure time; (iv) fagging. Apart from this, it is significant to note that 3 boys' schools have abolished compulsory cold baths before breakfast and 1 girls' school has discontinued formal walks (in crocodile).

(i) *The school day*

Boys' public schools

"1966-7. No late afternoon school (4-6 p.m.) in winter months (November to February) as previously; work at this later hour was thought to be inefficient

after games earlier in the afternoon. Now afternoon school 2-4 p.m., with consequently fewer games".

"Abolition of school before breakfast in the Michaelmas and Lent Terms".

A girls' public school

"Shorter school day (9-4). P.E. timetabled as ordinary period; examination dates changed to January; 'Extras' removed from school timetable; summer holidays 3 week earlier. The cumulative effect is a movement towards the normal day Grammar School and greater academic emphasis, dictated partly by modern requirements, but also by admission of higher percentage of day pupils".

A mixed public school

"The School day has been completely revised with the burden of teaching in the morning and a light teaching load in the afternoon. The School's Clubs and Societies (currently 51 in number) are spread over the week, so giving the opportunity for participation in as many as possible. The last meal of the day has been put later to reduce the interval between it and the following breakfast. The object of the changes have been to make a fuller and more economic use of the time available and to cut down the existence of arid periods of free time".

(ii) *Number of teaching periods*

"School starts $\frac{1}{4}$ hour earlier as from September 66, and periods increased from 33-35 per week to increase Science periods up to 'O' Level, and options in the Sixth Form".

"Number of teaching periods to be *reduced* as from September 1967 (agreed with H.M. Inspectors)".

"Reduction of the number of periods in the week and increased in the length of same".

(iii) *Leisure time*

31 per cent of boys' public schools, 7 per cent of girls' public schools and 6 per cent of the sample of independent recognised efficient schools recorded that pupils now had more time. One reason for the increase in leisure time in boys' schools was the reduction in time spent on C.C.F. activities (see section (i) (i) on page 86).

"An increase—to be expanded—in free time. This means increasing freedom, with age, from compulsory games".

"Hobbies afternoon with priority over games once a week".

"Thursday afternoons . . . Complete voluntary choice of many activities for Sixth Form—or free time for reading, work etc., choice of activity for those below Sixth".

"More opportunities for use of time out of school in creative and recreational activities:—

Music (large orchestra, brass band, ensembles).

Art and Craft (e.g. Pottery).

Drama (Junior and Middle School Plays as well as Senior).

Activities connected with Duke of Edinburgh's Award".

(iv) *Fagging*

16 per cent of boys' public schools recorded a reduction of the amount of fagging by younger boys. Several schools have abolished the system; but there is evidence of more corporate domestic work being undertaken in place of "personal" fagging.

(e) ORGANISATION

Apart from administrative reorganisation (in girls' schools, particularly, the major change has been the increase of part-time and non-resident teachers, and of non-teaching Housemistresses), schools recorded changes as follows:

- (ii) House structure—these changes are so related to individual schools that representative comments cannot be quoted; (iii) reorganisation of courses leading to 'O' level; (iv) reorganisation of "streaming" and "setting" systems; (v) The establishment of sixth form houses in girls schools.

(i) *Administrative reorganisation**A boys' public school*

"There has been a reorganisation of the Bursary staff. The Bursar now has two Assistants (one concerned with the management of Estates) and a catering adviser. The Headmaster has appointed an Under Master to do (roughly) the duties of chief of staff (e.g. Examinations, university entrance, routine administration). The growth of the volume of administrative work is a major problem".

Girls' public schools

"Owing to the necessity of provision of subject specialists, part-time teachers exceed full-time".

"Increasing difficulty in obtaining qualified resident staff has led to the houses becoming purely pupil-units under Prefects. Duty mistresses have to be engaged to take 'duties' which non-resident teachers have no time for. There are 22 part-time teachers and only two senior resident academic staff".

"Teaching staff now non-resident. Non-teaching staff care for girls after school hours".

"A group of ten Spanish resident domestic staff has been established where previously there were only two British resident domestic staff. These Spaniards do most of the cleaning, maintenance, gardening and manual work in the kitchen and are accommodated in bed sitting-rooms. They share small kitchens and bathrooms, one between each couple and have a communal sitting room with television".

A mixed public school

"A major change in the hierarchy of the School. The former existence of a Head (male) and Deputy Head (female) has been substituted by a Head overall and Senior Master and Senior Mistress, responsible in the first place for the boys' and girls' side respectively".

(ii) *House structure**A boys' public school*

"The introduction of a house 15 months ago, for boys entering direct from State Primary Schools. Within this short period, 34 boys have been admitted

(28 boarders), i.e. two Forms. They will join the main Boarding Houses, and ordinary Common Entrance streams from preparatory schools, at 13½. These boys live in their own House, under a Housemaster, Tutor, and specially selected Prefects: the necessary segregation is therefore coupled with proper integration into the School's main activities".

(iii) *Length of course to 'O' level*

22 per cent of boys' schools, 7 per cent of girls' schools and 3 per cent of other independent schools included in the sample noted changes in 'O' level courses. As can be seen from the following comments, there is no clear pattern in these changes.

Boys' public schools

"Express stream ('O' Level at age 14) discontinued. All new boys now go into same form; at end of year they are divided into three fast streams ('O' Level at 15) and one slow ('O' Level at 16)".

"The quick stream to G.C.E. 'O' Level has been discontinued. All boys now take five years from age of entry at eleven or three years from age of entry at thirteen".

"Faster pace by most boys to 'O' Level. Reduction of number of 'O' Levels taken".

". . . in general boys this year take 'O' Levels at Christmas of Fifth Year and have two terms 'induction' on 5 subjects of their choice before starting on their 3 'A' Levels the following September".

"Increasing flexibility in combinations of subjects and the taking of different subjects at G.C.E. 'O' Level at a variety of stages . . .".

Girls' public schools

"We have normally run a 4-year course to 'O' Level, from entry at eleven years, but to avoid repetition of one year's work for the less able girls we have introduced an additional year between the old first and second years. This year can be by-passed".

"'O' Levels are now taken one year earlier than formerly (after 5 years on a secondary course) followed by 2 years' preparation for 'A' Level. Whereas previously 1st year 'A' Level work was concurrent with 'O' Level".

Girls' independent schools

"In 1964 a few of the better candidates in Form V sat for their 'O' Level in three subjects including General Science. This arrangement, by relieving the girls of three subjects out of eight, reduced a certain strain, gave more time for other subjects and also the opportunity to study quietly one or two subjects (Science-chemistry, biology) in preparation for 'A' Level work in these subjects".

(iv) *"Streaming" and "setting"*

Boys' public schools

"Continuation of the policy of 'setting' subjects in the V forms and below, so that each boy can find his own level in different subjects".

"Boys in form divided alphabetically up to 'O' Level year instead of on supposed general academic ability. More setting of individual subjects and more 'options'."

"Reduction of Streaming. None now below age 11 or above 15. Between these ages there are no 'bottom forms'—the slower half of each age group are in a pair of parallel forms. Curriculum in all 11-year-old forms is identical so that transfers can easily be made at end of year. There has not been any large increase in setting consequent on these changes".

"The School has developed three streams ranging 'comprehensively' from the A Stream which is 'grammar', taking 5–10 'O' subjects, to a C Stream that takes C.S.E., with a B Stream covering 'O' and C.S.E."

Girls' public schools

"Abolition of streaming in forms three years ago. Girls are in parallel forms arranged alphabetically, but are taught in divisions for all subjects after the 3rd year, and for French and Mathematics in the first two years. There is easy transfer between divisions, and a girl can be in the first division for one subject, and the second or third for another".

"School divided into 2 streams, with 3 sets for Maths. and French and 2 in Latin".

A mixed public school

"Further moves towards teaching in mixed ability groups. (This school) has never had streaming".

(v) *Sixth form houses*

12 per cent of girls' schools noted the introduction of sixth form houses in which senior girls are treated as students, allowed to dress as they please and subject to few school rules etc.

A girls' public school

"The Upper Sixth (17 +) live as students in two separate houses of single study bedrooms. They have Bank accounts, visit London in parties of not less than four, accept a reasonable number of private social engagements, receive friends (including boy friends by arrangement), and are free from the 'chores' of running the school, while representing it in the Choir, Orchestras, Societies and sport. They have a tonic effect on the school, whose members, led by a new democratic Lower Sixth, relate themselves to a wider society not only through the students' emancipation, but also through TV, radio, films and newspapers shared with their age groups outside the school. This is our biggest experiment".

(f) RELIGIOUS OBSERVANCE

A number of schools now allow pupils to attend less religious services than hitherto; the form of service has in some cases been changed, and pupils are tending to be involved more in the arrangement of services. The variations are such that these changes cannot be given in percentage terms, but one or other of the following extracts would be typical of about a half of the replies received:

Boys' public schools

"A new development has been the introduction of eight services during the week and the boys are free to choose to go to any three of these services; they must attend three. These services include a service taken by the boys themselves, music and silence, a service of meditation, and an evening service".

"Greater participation by staff and boys in devising school services; experiments with separate Sixth-form assembly on secular lines".

"Only *one* (rather than two) compulsory services on a Sunday. More voluntary services including Evening Communion during the week".

"In the School Assembly we have used readings from books other than the Bible. Readings have been selected by Senior Forms during certain weeks. The Musical part of the Service has developed, with greater use of descants, orchestrated hymns".

"Former rather strict Sabbatarian tradition much relaxed. Far wider choice of permitted Sunday afternoon activities now encouraged: e.g. not only walking, cycling and (in summer) swimming, but now also: tennis, cricket nets (*not* games or matches), athletic field events (no racing), squash, fives, archery etc., etc."

Girls' public schools

"Voluntary Evening Chapel (except at weekends when it is obligatory) has replaced compulsory Evening Chapel".

"Increased part taken by pupils in planning and leading daily worship. Reading from various translations of Bible and occasionally from other books".

"Compulsory attendance at Chapel reduced to *one* Sunday service instead of two".

"Relaxation of Sabbath traditions (e.g. repetition of morning texts, Sunday tasks). Sunday activities less restricted".

A mixed public school

"Greater Freedom. Attendance at Sunday morning service is now largely voluntary for Sixth Formers. Boys and girls take an increasing part in the organisation of religious services".

A girls' independent school

"Attendance at weekday Mass has become optional instead of obligatory".

(g) DISCIPLINE

The major changes recorded have been in the following areas: (i) corporal punishment; (ii) the lessening of restrictive discipline and reduction of school rules; (iii) "freedom"; (iv) sixth form privileges.

(i) *Corporal punishment*

30 per cent of boys' schools noted a decrease in the use of corporal punishment. In some schools it has already been abolished. (Further comments are quoted in section (ii)).

"Corporal punishment by senior boys reduced to very small proportions: none allowed of boys over 16".

"Total abolition of beating by Head of House, which had already become rare".

"Corporal punishment by boys abolished; still used by Headmaster and/or Housemasters *only*".

"Progressive reduction in the amount of corporal punishment. None over 15 and virtually none under 11. None now inflicted by boys. For very serious offences, suspension for a defined period is the usual punishment".

(ii) Lessening of restrictive discipline

The majority of schools recorded a lessening of restrictive discipline and an attempt to introduce a more liberal atmosphere by the reduction of school rules. Boys' schools gave a variety of alternative punishments in view of the decreasing use of corporal punishments. There have been marked changes in the authority of prefects.

Boys' public schools

"Change to more progressive form of adult discipline. Boys regarded as young men earlier than previously and an attempt to make discipline less restrictive. Greater freedom for seniors and a freer discipline in some ways for all, without becoming laxer. Continual pruning of 'traditional' school rules to cut out those which are unnecessary and therefore irksome. Corporal punishment, always strictly controlled and already infrequent; and the above changes now make it a very rare occurrence".

"There has been a significant decrease in corporal punishment, with a tendency to making the punishment fit the crime. For crimes which damage the community, some contribution to the community (probably labour) is generally exacted. Bounds and restrictions have been relaxed, with the aim of achieving a minimum of clearly understood and strict rules, the rest of life being governed by the principles of discipline, manners, kindness, honour, and sense".

"The punishment for misdemeanours of omission is 'Maps'. The Sixth Form get 'booked', the others have to complete neatly two maps each of five countries with fifty names".

"Great and progressive diminution of corporal punishment by boys, which is now virtually non-existent. Ultimate aim abolition of all corporal punishment. Codification and simplification of School Rules. Greater freedom in dress. Abolition of many 'traditional' privileges reserved for swells".

"Discipline. Changes aimed to make boarding school life more realistic and less monastic. Swing away from rigid hierarchical system to more emphasis on self-discipline. Wider responsibilities of Prefectorial system in Houses. Introduction of the Junior (Probationary) School Prefect. Very much less corporal punishment—now restricted to Headmaster and House Masters".

"Upper Sixth become Prefects by their own choice, not by appointment".

"A gradual relaxation of Prefect authority over Sixth forms".

"I am told that the place seems kinder and more sensitive than it used to be, especially relationships between older and younger boys".

Girls' public schools

"We still are, as we were 5 years ago, a happy, 'relaxed' community. We have never had automatic punishments and so, in that respect, no change could be recorded. With self-disciplined pupils, everything evolves naturally from the principle of the older girls' care for the younger children and the younger children looking for help to the older girls".

"Formal discipline more relaxed. More emphasis on self-discipline and responsibility to the community".

"Removal of Black Mark System".

"Silence rule on stairs and passages relaxed. Prefects given greater authority and responsibility".

"Abolition of prefects".

A mixed public school

"Very little change. We have always believed in inculcating a sense of responsibility through freedom. I think it is true to say that punishment plays a less important part in school life than was the case. Certainly we would wish this to be so. But this does not exonerate us from our duty to give a firm lead. We have tried to give responsibilities much more widely to boys and girls and at present have no prefects as such".

(iii) *"Freedom"**Boys' public schools*

"We allow our boys a good deal of freedom. They may have Transistors, Guitars or any other form of Musical Instrument. They may go out locally quite frequently in their free time. They may travel on public transport. They need not wear caps once they are 14. They may go home for the weekends and need not wear uniform".

"Boarders have, for several years, been given great freedom in dress for various periods at week-ends and are also allowed to go to the theatre and other worthwhile functions, such as lectures and concerts, more often".

"Steadily more liberal approach. Reduction in restrictions in dress and movement, especially at week-ends. Increasing freedom to associate with girls, and to bring friends to school activities. Reduction in punishments, both in school and in boarding-houses".

"Until recently there were rather strict rules about dress and attendance at places of public entertainment, operative through the term. These have been relaxed at week-ends for day boys and, except as regards dress, for boarders too".

Girls' public schools

"More freedom, (i.e. to go to the village, shop in the town, go to the theatre or cinema unaccompanied) is now given earlier in their school career to groups of trustworthy girls".

"More freedom in dress and use of make-up . . ."

(iv) *Sixth form privileges*

30 per cent of boys' public schools, 41 per cent of girls' public schools and 9 per cent of the sample of independent recognised efficient schools noted that sixth form pupils were given more freedom and an increasing number of privileges (see also section (e) (v)—sixth form houses). Sixth form pupils also have more freedom from compulsory games (see section (h)).

Boys' public schools

"Increased privileges for all senior boys (viz. School and House Prefects, Sixth Form, 1st XI and 1st XV Colours, C.C.F. N.C.O's) who may leave the School premises and grounds when they are not required for formal School purposes. They may thus take afternoon tea away from the School during three afternoons weekly and, with their Housemaster's concurrence, invite outside friends to tea with them at School".

"Members of the Upper Sixth and School Prefects have not, for the last 4 years, been required to wear School Uniform (they have to wear a collar and tie and there are other minor controls). They are not required to play com-

pulsory games nor to take part in several other school activities compulsorily . . ."

"Boys in Upper College may attend 'authorised entertainments' in the town with their form-master's permission: these may be films, lectures, plays, concerts; they are authorised by the H.M. on the advice of a panel. Boys are free to buy their own tickets and regard themselves as ordinary members of the public".

"Permission to School Monitors to visit Public Houses".

"Certain senior boys allowed to visit cinema and take alcoholic drinks with meals in public houses etc."

Girls' public schools

"Greater freedom for Sixth Form. Third year wear no uniform, second year no uniform for week-end exeats. Special exeat requests granted if work not missed".

"At Homes' on Sundays for girls in Lower V and Upper V to meet friends from local boys' schools".

"Introduction of 'Privilege List' whereby girls must qualify for privilege of going out for walks in groups of 4 to meet friends from local boys' schools. This from Upper V (G.C.E. Year) upwards".

"The senior pupils go out far more in small groups to lectures, society meetings, cinemas, theatres etc."

"VI Forms given increased freedom e.g. to go to [nearest town] (2½m.) mainly to make use of Public Library".

Girls' independent schools

"More freedom granted to go shopping. Sixth Form allowed home for week-ends. Sixth Form allowed to go to pictures on Saturdays".

"Greater flexibility in the VI Form—especially with reference to evening work and bedtimes".

(h) GAMES

Almost all schools recorded a lessening of emphasis on team games or a reduction of compulsory games. Most schools have introduced new games and have widened the range of sports offered (particularly to senior pupils) to include such "individual" sports as sailing, golf, judo, etc. Many schools have abandoned boxing. A number of girls' public schools which used to play cricket noted that they have now discontinued it as a compulsory sport.

Boys' public schools

"More emphasis on individual activities such as sailing, fishing, caving, mountaineering, walking and camping in the Lake District, and less on such 'tribal' pursuits as organised 'House Runs', etc."

"Less time is spent on compulsory games. Rowing, basket-ball, trampolining have been introduced. More time and more facilities have been made available for minor games. We now play matches against a wider range of schools including the local Grammar and Secondary Modern Schools".

"Greater emphasis on more 'individual' sports e.g. sailing, canoeing, squash, tennis etc. Archaeology, sailing, gardening as full-time alternatives to compulsory games. Extension in fixture list in football, rowing etc."

"Boxing discontinued. Athletics and soccer gaining in popularity, racquets and fives declining. Educational gymnastics introduced".

Girls' public schools

"Less emphasis on the team games of Hockey and Lacrosse and greater enthusiasm for Tennis, Swimming, Squash, Badminton, Fencing, Golf, Riding and Dancing—Ballet, Modern, Ballroom and National".

"More choice for girls in Sixth Forms who can now opt out of team games provided they take some other form of physical activity, such as golf, swimming, badminton, skating, fencing".

"Cricket dropped as compulsory game. A small Cricket Club still exists. Freedom for Sixth Form to choose pattern of Physical Education. Upper VI may opt out altogether. All Sixth Form are free to choose between Lacrosse (winter), Tennis, Swimming (summer), Fencing, Judo, Dancing, Gymnastics, Trampoline".

A boys' independent school

"Introduction of a system of voluntary sport which covers rowing, canoeing, archery, golf, hockey, rugby, swimming etc."

A girls' independent school

"A large proportion of the girls take riding and use the school ponies for hunting with the local fox hounds during the Autumn and Spring Terms".

(i) OTHER

Major changes which have not been detailed in previous sections included: (i) change in C.C.F. organisation; (ii) changes in school uniform; (iii) opportunities for pupils to spend more weekends at home; (iv) careers advice; (v) increase in voluntary social work; (vi) one or two ideas introduced by individual schools which deserve mention.

(i) C.C.F.

3 per cent of boys' public schools have abolished C.C.F. and a further 27 per cent have reduced the length or compulsory nature of service, or have widened the scope of C.C.F. activities.

"The C.C.F. has been abolished which has released a substantial period on Monday afternoons for a wide variety of out-of-school activities".

"C.C.F. has abandoned square-bashing, drill competitions, etc. and concentrates almost entirely on adventure training".

"Radical reorganisation of C.C.F. There is now (a) a combined services year, no rifle drill, but some other drill, gymnastics, map reading, first aid, rifle shooting, etc. This is compulsory. (b) Thereafter there is a choice between three Service sections and a variety of alternatives involving service to the school or local community. Last term a section of police cadets was started".

"C.C.F. (voluntary and limited to some 200 boys) has new courses, e.g. building, fire-fighting, motor mechanics, parachute jumping etc."

"Boys join the C.C.F. a year later".

"The C.C.F. has been made genuinely voluntary, and an R.A.F. Section created. Those not in the C.C.F. are now expected to perform some sort of public service on Friday afternoons. These forms of service are all new, and range from a large Voluntary Service Unit to Police Cadet work and printing".

(ii) School uniform

20 per cent of boys' public schools, 7 per cent of girls' public schools and 3 per cent of the sample of independent recognised efficient schools recorded

changes in school uniform. In addition, many schools, particularly girls' schools, allow considerable freedom of dress to sixth form pupils.

Boys' public schools

"Complete change of school uniform, introducing dark grey Sunday suits instead of the former 'Sunday blacks' and replacing black week-day coat with new grey/green sports jacket".

"More independent choice is now given in dress, chiefly to avoid unnecessary expense to parents".

"A fairly comprehensive modernisation of the clothes list".

A girls' public school

"Uniform: simplified and brought up to date. Relaxation of uniform regulations, e.g. VI Form may wear mufti and make-up at weekends and for exeats with parents".

(iii) *Weekends at home*

26 per cent of boys' public schools, 4 per cent of girls' public schools and 6 per cent of the sample of independent recognised efficient schools indicated that they allowed pupils more opportunities for visiting home during term-time. In some schools this was also a privilege for Sixth Formers.

Boys' public schools

"A break has been introduced at quarter term and three-quarter term when Saturday is free of lessons in the morning and games in the afternoon for day boys, and boarders are free to be at home from Friday evening to Sunday evening".

"Introduction of long weekend break in each of two longer terms. Introduction of 'privilege weekend' (to be taken once a term at individual's choice) for boys in Sixth Form".

"The times of weekend exeats have been extended, and it has been made permissible for a pupil to sleep away other than at half term".

"Older Sixth Formers allowed specified number of regular week-end visits home. Boys living near School given extended permission, during week-days and Sundays, to visit homes".

A girls' public school

"Freedom for Sixth Form boarders to have an occasional night at home, which has operated for more than five years, has recently been extended to members of Upper and Middle V for special reasons".

(iv) *Careers advice*

6 per cent of boys' public schools, 2 per cent of girls' public schools and 6 per cent of the sample of independent recognised efficient schools were recorded as making changes in the Careers advice offered.

Boys' public schools

"Complete reorganisation and major expansion of School Careers Service—status and responsibilities of the Careers Master much enhanced, with office, telephone, display space, one-third of the week free of teaching, etc."

"The organisation of Careers Advice has been strengthened since 1961 by a Careers master, who is freely available to boys and Housemasters and is kept up to date and advised by the P.S.A.B. (Public Schools Appointments Bureau) and C.R.A.C. (Careers Research Advisory Council)".

(v) *Voluntary social work*

25 per cent of boys' public schools, 4 per cent of girls' public schools and 3 per cent of the sample of independent recognised efficient schools noted the introduction or increase of voluntary social work.

A boys' public school

"A major change has been the greatly enlarged outreach in local voluntary Social Service. Over 1/3rd of the School (total 350) have been in touch with 100 old people, Children's Home, Hospitals and Nursing Homes, the deaf and blind, etc. . . . The scheme is virtually run by Sixth Formers. The necessary finance has been provided by the School, with the full approval of the Governing Body, who have expressed a very keen interest".

(vi) The following comments are representative only of individual schools or a very small number of schools, but are interesting nevertheless.

Girls' public schools

"1960: driving instruction. This was pioneering, an experiment shared with the B.S.M. which now runs a Schools Department. The subject has always been part of the curriculum for each girl of 17 and not a fee-paid extra".

"VIa are given driving instruction professionally throughout the winter months, and if necessary in the summer also. A mini car has been provided for their use".

A mixed independent school

"Marriage Guidance Counsel Service for Schools introduced".

36. *Freedom compared with maintained schools*

Many schools emphasised the variety of practice both in the maintained sector and in the independent sector. Thus the quotations below represent the views of individual heads of public schools and in no way imply that all heads (or staff) of independent schools have the freedoms mentioned nor that all heads (or staff) of maintained schools are without them.

(a) *Headmasters and headmistresses**Variety*

"The freedom enjoyed by headmasters of maintained schools varies between one local authority and another, and between different schools in the same area".

"From my numerous visits to and discussions with Heads and staffs of schools maintained by different local education authorities, they would seem to vary as much as do independent schools".

"The actual character and extent of our advantage depends on the local authority, there being a wide divergence of experience amongst headmasters of maintained schools concerning their freedom of thought and action".

General

"I am directly and personally responsible to a Governing Body which makes decisions on the matters which I submit to it.

The headmaster of a maintained school is responsible to Governors who in important matters of policy and finance are empowered only to make *recommendations* which have to be considered later by various committees of the local education authority. He is not present when these recommendations are discussed by the decision-making authority, and there may not even be any

of his governors present. The authority, in considering these recommendations, has to bear in mind the claims of the many other schools for which it is responsible, and is understandably wary in the matter of setting precedents which may affect these other schools.

It is from my direct access to the decision-making body and from the fact that this body has to consider the claims and problems of only one school that the teaching staff and I derive our 'greater freedom'."

"Whereas a local education authority may be both enlightened and efficient, its machinery (and especially its machinery for decision) is inevitably more cumbersome and inflexible, than that of a single school administered by a single Board of Governors. This is notably true of financial affairs; but it can also affect decisions relating to such matters as the size and nature of the entry to a school, the size of its classes, the appointment and recruitment of staff, the discipline, the planning and equipment of buildings and adaptations to buildings and the speed with which such operations are completed. The Governors of an Independent School are frequent visitors and often know the staff and some of the pupils, as well as the domestic and administrative staffs and the Headmaster. Consequently, their decisions can be made swiftly and be based on first-hand knowledge. A Director of Education and his staff, however numerous, cannot achieve this same degree of personal knowledge and prompt decision in relation to the vast number of schools administered by a local authority: in the nature of things, headmasters of Maintained Schools must compete, consciously or unconsciously, for a divided attention. The journey from a Sub-committee of the Governing Body of a Maintained School to a full County Council meeting and back again, is a long one".

"The freedom (so far) not to conform to some aspect of national policy which may be against his beliefs or his conscience".

"There is a greater freedom to evolve policies and carry them out. The Headmaster is directly responsible to the Governing Body, a group of people whom he knows personally, and the staff are directly responsible to him. This directness of responsibility means that there is a desirable simplicity about the making of decisions.

The independence of a school carries with it the very real freedom to fail. If a school's policies are unsound this is reflected quite quickly in a falling off of requests for entry or in withdrawals of present pupils. An independent school depends upon its ability to attract pupils; and it must therefore be continually examining and adapting its policies to do this. The freedom to fail is an incentive to constructive schoolmastering".

"Finally, there is that freedom which follows from the fact that all parents wish their children to be at the school, and have accepted considerable sacrifice in order to support the school and all for which it stands".

Finance

"In having a direct and immediate say as to how the available money is allocated as between one aspect of school development and another.

In the ability to get smaller things done more expeditiously. The School bursar on the spot can effect minor modifications to buildings, grounds, etc. without the delay of reference to higher authority".

"Resources can be spent on those items or projects which best suit the needs of the School.

In a maintained school, even under an enlightened local authority, it is

sometimes difficult to obtain money for a worth-while educational aim which is ripe for development in a particular school—the objection often being that other schools in the district would want to do the same, and the authority could not afford this. On the other hand, an authority sometimes allocates money to all schools within its area for a particular purpose, and if an individual school does not wish, or need, to use all its allocation in that direction, it cannot divert the money for other projects which would be more beneficial to it”.

“The principal difference appears to lie in the availability of funds for any such major experiments or improvement as a headmaster wishes to introduce. Once I secure my Governors’ approval, and they are convinced that a project is particularly desirable, sanction is immediately given for the job to be put in hand, and the necessary money can usually be raised by deliberate budgeting; although the only source is fee income provided by parents.

It is easy to see why it is more difficult in the maintained system for a large sum of money from public funds to be made available at short notice and for one school rather than another. I should expect it to be less easy accordingly for a headmaster to initiate large-scale experiments of his own devising”.

“The freedom to appeal for financial assistance to parents, Old Boys, and friends of the School”.

Staffing

“The Headmaster of an independent school has complete freedom to appoint staff. In a maintained school, a committee of Governors, and the local education authority officials, appoint. In some such cases, the Headmaster has to accept staff which he would not himself choose.

Advertising for staff. In an independent school, the Headmaster can draft and send off his own advertisements for staff. In a maintained school, the draft advertisement often has to be sent to the local education authority who redraft it (sometimes omitting vital phrases, punctuation, etc., which were carefully put in by the Headmaster). This process also leads to long delays, during which the best man may be employed by the time the advertisement appears”.

“Freedom to appoint and dismiss staff and, above all, having agreed to pay staff the best salary the School can afford, the accepted right to ask of any master additional service in school or spare time activities, *without any extra payment*”.

“The determination of the salaries of staff within the salary scale approved by the School’s Governors after considering recommendations from the Headmaster”.

“A scheme of sabbatical terms (both for the Head and the assistant staff). Great freedom (for the Head and his staff) to be released from duty to undertake outside service and responsibilities”.

Pupils

“He is completely free to accept or reject applications for entry to his school. Thus he is not bound to select pupils from any particular area, nor is he bound by any rigid age limit, nor any fixed standard of academic attainment. He is free to request the withdrawal of any pupil for any reasonable cause. He is able to control the number of entrants so that he can keep the total size of the school as he wishes and ensure that the classes are of a size he considers suitable for teaching”.

"Freedom of selection of boys enables one to reject boys who would be unhappy because unsuitable for boarding education. It also enables one to balance I.Q. with artistic, practical and athletic gifts, and to break down British provincialism by bringing in boys from other races, countries and districts".

Premises and equipment

"The freedom to control the use of the school's premises throughout the day and the year".

"Here my enquiries lead me to feel that the independent School Headmaster enjoys appreciably greater freedom through the existence of a maintenance staff on the spot and under his control (through the Bursar). Most Governing Bodies allow a good measure of freedom with regard to the carrying-out of minor works, purchase of smaller items of equipment, etc. For example, after a recent decision here to establish a new Careers Room, this work was put into immediate operation after consultation with the Bursar, and great freedom has been enjoyed by the Careers Master in his requests for furniture, equipment, etc. This sort of undertaking can be carried out with comparative speed, and both Headmaster and staff are able to implement their own ideas without having to submit them to a higher authority".

"More flexibility in the purchase and choice of equipment for general school use and for special projects".

Curriculum and school organisation

"Curriculum. The independent school is at least as free as the freest local education authority school in deciding on curriculum and may have an advantage when a curriculum change depends on being able to allocate a fairly substantial sum for new text books or equipment.

Discipline is easier in that parents in general give more positive and willing backing to the school in this sphere than is sometimes found in local education authority school, thus making it possible to expect from the boys and insist on higher standards, not only in behaviour but also in assiduous academic work. For serious disciplinary offences it is very much easier to use suspension for limited periods as a punishment—this can be done with a minimum of fuss and formality. An important resulting benefit is that the amount of corporal punishment can be *reduced* and suspension, a more effective as well as less brutal form of punishment, used instead. The fact that a persistent or very grave offender can in the last resort be expelled must have a certain influence on discipline but is very much in the background. The present Headmaster in his three years in office has only expelled one boy".

"He is free to experiment quickly without the delays that ensue from reference to committees".

"Independent schools have been able to experiment more freely in teaching methods and similar projects, and the present Nuffield Science projects are an example of this. In other words, the Headmaster can the more easily put into practice his own theories on objectives and methods, and there is no feeling that all similar schools must be working on the same lines. He is also better able to de-centralise within his own school and to give Colleagues a job to do in whatever ways seem best to them. I believe that there is a greater loyalty on the part of the Staff of an Independent school than can be accorded to the Headmaster of a maintained school".

"Freedom to fix the dates of terms and holidays".

"Outings, educational visits, excursions, participation in national games' tournaments and the like can be arranged at the discretion of the Headmistress without there being any question of applying for local education authority permission or grants first".

Religious worship and teaching

"The Headmaster with the Chaplain has complete freedom in organising the religious worship of the school and the religious teaching. The Headmaster can make the Chapel an essential part of the school and can insist that boys who come to the school accept the religious conditions imposed".

Other views

"After discussion with the Headmaster of a maintained school it would seem that in most matters our positions are very similar. I suppose that the Headmaster of an independent school has more immediate powers for appointment and dismissal of staff and is more free in his administration of finance, but these are theoretical rather than practical differences".

"In the actual running of the school there appears to be very little difference between the two systems in respect of freedom to organise the curriculum, games, etc., as appears to be best for the school community. The over-riding advantage is the fact that this is a boarding school with the pupils always available".

"He may well be *less* free in taking decisions about his pupils' academic programme since parents paying fees expect to be consulted and to take some part in reaching decisions".

"On the other hand we are more limited by financial considerations especially in the smaller schools and are unable to afford such modern equipment as a language laboratory".

"Where time is concerned, they are far less free. School hours are from 8.30 a.m. to 7 p.m. and the headmistress and administrative staff are tied at week-ends, especially when parents come from long distances to see them. They do, generally speaking, find some compensation in the rather longer vacations".

(b) Assistant staff

"As far as the staff is concerned, there are some masters who will choose boarding schools because they believe the work to be more rewarding. The ethos of a good boarding school draws service, both inside and outside the classroom, from a responsive staff, each individual making his contribution according to his abilities and inclinations, and finding fulfilment and true responsibility in doing so. There is usually no contractual basis for such service and this may be a form of freedom attractive to some schoolmasters. Otherwise I suspect that the amount of 'freedom' enjoyed by the staff will depend largely on the personality and views of the Headmaster, whether in an independent or maintained school".

"As an offset to the intensity of 7 days work a week during term when all the staff may have to be available at any time, the Teaching Staff are granted greater freedom for individual pursuits and a far less restricted working programme. They are therefore free to live a fuller life without loss of pay or position.

They are however financially handicapped when they wish to go on expensive and necessary academic courses, because unfortunately the local education

authorities will not subscribe towards the expenses of such courses for Independent School masters.

Most of the teaching staff are accommodated on the School estate and they are therefore free from housing problems and the wear and tear of commuting. They are therefore free to give their whole attention to the pupils".

"We do not feel that the freedom of the staff is in general either greater or less than their counterparts enjoy in maintained schools, except in one respect: our freedom to do things in the classroom and outside is greater through our greater freedom in the deployment of revenue; for example we are not restricted in the use of text-books by the rigidity of the 'book-vote'.

There are no maintained boarding schools in the area and therefore we do not know if the curtailment of freedom which the totality of the boarding school's commitment involves is comparable; any comparison with day-schools is obviously inapt".

"In a maintained School there tends to be less flexibility in non-teaching duties. There are generally more duties but they are of a more routine nature, more precisely defined, less significant and of shorter duration than those expected in an Independent school. Less seems to be left to individual initiative. Many routine tasks are carried out by senior boys in Independent schools which are the Masters' responsibility in maintained schools. Independent School Masters are, therefore, able to spend more time in individual contacts with boys, in community life and on the games fields".

"Freedom in obtaining supplies and equipment of all kinds within limits of budget; only the authorisation of the Headmaster or Bursar is needed, and in some cases (e.g. Science equipment) not even that".

"Masters in charge of departments may purchase books and class materials, within an annual budget, from any source and at any time".

"Apart from the House Mistresses, the staff have fewer duties such as keeping attendance registers, collecting dinner money or supervising break and meals. As many of them board, they have no anxieties about shopping and getting meals and the resident staff have medical care available on the premises. When they are not actually teaching they are free to use their time as they please".

"The staff in a public school seem to have greater freedom of personal movement. They do not have to ask permission to leave the school during school hours as is the case in many maintained schools".

"The same applies to assistant masters. In the maintained sector, they are actually freer, in that they can give shorter notice. In other aspects, their room for manoeuvre may be more circumscribed.

In spite of all this, there is, in an independent school, a *feeling* of independence. It cannot be precisely defined, and there may be no practical expression of it; yet it colours all relationships between governing bodies, headmasters and staff, and triggers off ideas and experiments which are undertaken for the sake of the schools and boys in them".

37. *Differences between boys' and girls' schools*

The following are comments made by headmistresses of girls' public schools in answer to a question on the significant differences between boys' and girls' schools.

"In general, girls are more easily distracted than boys by social pressure of various kinds and therefore need more seclusion during important years of study and growth, and more protection and guidance".

"Girls cannot be allowed the same amount of freedom outside school as boys". "In a boys' public school, boys are necessarily able to have more freedom out of school but inside school, in a boys' school, rules and penalties for breach of rules seem generally to be more rigorous".

"Discipline in girls' public schools presents problems not found in boys' schools. Corporal punishment would not be accepted by parents and even expulsion is easily 'lived down' in a way it is not in boys' schools. If a girl dislikes discipline, she will not hesitate to try to get herself removed and can usually find another school".

"The curriculum of girls' schools is far more closely in line with 'state' education, so that entrants can, and do, come from Primary Schools at the age of 11, and can transfer at any time from one to the other".

"Girls' schools are facing special curriculum problems. We have to widen our curriculum generally and for career needs, while providing the broader training in home economics which present social conditions demand; and while covering the social and moral problems which a teenage girl has to face at an increasingly early age. At the same time, we have to balance the seniors' need for a less restricted life against our obligations *in loco parentis*, and while ensuring that they still reach the standards required in an increasingly competitive world".

"One significant difference concerns curriculum and specialisation. Girls' schools often aim at giving a broad education which includes the aesthetic subjects and does not demand too early specialisation, e.g. options and divisions into Arts and Sciences deferred until after 'O' level. The advantages of this policy are clear but it could result in too little time being available for the proper preparation of subjects up to 'O' level".

"Part-time staff are extensively used for normal class teaching in girls' schools, which could not continue at all without them. . . . They are as important to us as the full-time staff".

"Girls' boarding schools often use non-teaching Housemistresses, who are fully responsible for the out-of-school life of the girls".

"Most young members of staff are here for a few years only before marriage and do not look upon teaching as a permanent career. They may not therefore be ambitious to take more responsibility and it is difficult to find good Housemistresses".

"A Housemistress's life (whether teaching or non-teaching) is more difficult than a Housemaster's because she is single. A Housemaster's wife often plays an important part in e.g. relations with parents, entertaining etc., which a Housemistress must do single-handed. The same is of course true of a Headmistress".

"A Housemaster's post is much sought after. A woman teacher will not want it because (a) she is involved in so much of the domestic side which a Housemaster's wife does, that her teaching suffers (b) her free time is not when her contemporaries are free. It is, therefore, a very lonely life, mostly taken on by an older woman, very often a widow".

"There is little, if any, element of the 'old school tie' atmosphere in a girls' independent day school. One reason for this may be the greater mobility of women teachers; and girls of school age have no self-consciousness about the 'type' of school when playing matches etc."

"Girls seem to flourish in smaller homelier house communities—they need drawing rooms—and the opportunity to set their hair and wash their clothes".

SECTION III SCHOOL LEAVERS

(i) *Copy of questionnaire and notes*

P.S.C.Q.3

PUBLIC SCHOOLS COMMISSION

SCHOOL LEAVERS 1 SEPTEMBER 1965—31 AUGUST 1966

NAME OF SCHOOL.....

List *all* pupils leaving school in the period. Please read attached notes before answering. Where alternative answers are given, ring the appropriate one.

1	2	3	4	5	6	7	8
Pupil's Name (not required by Commission)	Day or Board	Nation- ality	Age at entry Years	Leaving age Years	Mother/ Father Old Pupil?	Father's Occupation (if known)	Previous school
1	D B	GB C E			Yes No		P MS IP SA MG BG IS

9	10	11	12	13	14	15	16
Passed 11+? (if known)	Has pupil sat 'O'- level?	No. of 'O'- level passes	Has pupil sat 'A'- level?	No. of sub- jects passed	Terms after 'O' level	Destination after leaving school (if known)	Scholarship or other Award for Higher Education
P MK F MA	Yes No		Yes No				

Notes for completing questionnaire on school leavers

Each of the notes below refers respectively to one column on the answer sheet headed "School leavers 1st September, 1965 to 31st August, 1966". The notes are numbered so as to correspond with the numbering of the columns on the answer sheet to which each refers. It is intended that the form should be completed as far as possible from the school records. Schools are not expected to write to the individual leavers or their parents if the details are not available in the School.

1. This information will be treated as completely confidential. It will not be used in the analysis but is only included in order to help you complete the form. It may be omitted from the copy forwarded to the Commission, if preferred.
2. Is the pupil a day-pupil (D) or boarder (B)? Ring the appropriate letter.
3. Does the pupil come from Great Britain (GB), the Commonwealth (C) or elsewhere (E)? Ring the appropriate letter.
4. Age at entry into the Main School in completed years e.g. for 13 years 11 months write down 13.
5. Age when pupil left school in completed years.
6. Ring "Yes" if pupil's mother, father or guardian is a former pupil of the School. Otherwise ring "No".
7. Give as full and precise details of occupation of father (or guardian) as is possible from the school records. It is not intended that schools should have to consult parents to complete this column. If the information is not available from the school records please write "N.A.".
8. What type of school did the pupil attend immediately prior to admission—maintained primary (P), maintained grammar (MG), other maintained secondary (MS), direct grant (DG), independent primary or preparatory (IP), independent secondary (IS), school abroad (SA). Ring appropriate letter(s).
9. If pupil has sat the 11 +, ring whether "passed" (P) or "failed" (F). If it was not taken ring NA (not applicable). If it is not known whether it was taken or the result is unknown ring NK (not known).
10. Has pupil taken any subject at 'O' level? Ring "Yes" or "No".
11. Give the total number of 'O' level subjects passed, including 'O' level passes awarded at 'A' level examinations. A subject passed at 'A' level is also to be included as an 'O' level pass. The General paper is to be counted as an 'O' level subject. If the subject is passed more than once, only include it once in the total. For example, a pupil who has passed 'A' level English and 'O' level History has two 'O' level passes; a pupil who has passed 'A' level English and 'O' level English has only one 'O' level pass.

12. Has pupil taken any subject at 'A' level? Ring "Yes" or "No".
13. Give total number of 'A' level subjects passed.
14. Give the number of *terms* the pupil was at school working mainly on post 'O' level studies. If none, write "None".
15. (i) If accepted for full-time further education specify the name of the institution and the type of course e.g. Oxford University—degree.
(ii) If accepted for professional apprenticeship specify type.
(iii) If accepted direct into employment specify nature of employment and post e.g. Civil Service—Executive Officer.
(iv) If not employed or employment not known write NE or NK respectively.
16. Give nature of scholarship or other award for higher education (e.g. Open Scholarship, School Leaving Scholarship). Do not include an L.E.A. award.

SCHOOL LEAVERS

(ii) *Results of the survey*

- Notes:* 1. As explained in the introduction to this Appendix, there is a difference of three years between the H.M.C. survey carried out by Mr. Graham Kalton (1962-63) and the Commission's own survey of non-H.M.C. schools (1965-66). Where it has been considered that this difference would not have a significant effect, the results of the two enquiries have been amalgamated (in the columns headed "Public boys" and "Total public schools").
2. The source of information is shown at the foot of each table. Where the source is shown as "Commission Questionnaire", this indicates that information has been obtained from answers to the School Leavers Questionnaire P.S.C.Q. 3.
3. Where figures for H.M.C. boys' schools have been extracted from Mr. Kalton's book, "The Public Schools—A Factual Survey", source references have been made as in the following example: "Kalton. 5.12. Pg. 77", i.e. Table 5.12, page 77 of Mr. Kalton's book. In the case of some tables, additional figures have been provided by Mr. Kalton from his working material; the source reference being given as "Kalton—additional information".
4. A stop (•) appearing in the body of a table indicates that the number of leavers produced a negligible percentage. A dash (—) indicates a nil return. Percentages have been individually rounded so that the sum of the percentages may not exactly match the appropriate total (100 per cent unless otherwise stated).
5. The following abbreviations have been used to head columns in the tables:
- Public boys: Boys' schools in membership of the Headmasters' Conference and/or Association of Governing Bodies of Public Schools.
- H.M.C. boys: Boys' schools in membership of the Headmasters' Conference.
- G.B.A. boys: Boys' schools in membership of the Association of Governing Bodies of Public Schools.
- Public girls: Girls' schools in membership of the Association of Governing Bodies of Girls' Public Schools.
- Public mixed: Co-educational schools in membership of the Association of Governing Bodies of Public Schools.
- Total public schools: Total of all schools in membership of the three organisations named above.
- R.E. Sample: Schools selected to form a sample of other recognised efficient secondary schools (see Introduction to Appendix 6).
6. 'O' level passes were defined in the survey as the number of different subjects passed at 'O' level, including those passed at 'A' level, but not at 'O' level, and also those taken and failed at 'A' level but for which 'O' level passes were awarded.

SCHOOL LEAVERS

1. Leaving age of all pupils

Percentages

Age on leaving	Boarding pupils					Day pupils				
	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
Under 15	2	8	10	4	14	5	25	—	15	16
15	2	5	4	3	6	3	7	9	5	9
16	11	26	20	16	25	14	19	17	17	28
17	30	35	22	32	28	23	21	9	22	20
18	49	24	39	40	22	46	26	56	36	23
19 and over	5	2	5	4	5	9	2	9	6	4
Total	100	100	100	100	100	100	100	100	100	100
Leaving age stated	7,867	4,331	186	12,384	503	2,968	2,975	23	5,966	677
No. of leavers	7,909	4,363	186	12,458	503	2,972	2,987	23	5,982	677

Source: Kalton 6.1 Pg. 81, and additional information.
Commission Questionnaire.

2. Leaving age of pupils (excluding those who transferred to other schools)

Percentages

Age on leaving	Boarding Pupils					Day Pupils				
	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
15	2	3	1	2	4	3	6	5	4	10
16	11	26	17	16	26	14	23	18	18	31
17	31	40	27	34	35	24	30	9	26	24
18	51	29	48	44	29	49	38	59	44	30
19 and over	6	2	7	4	6	10	3	9	7	5
Total	100	100	100	100	100	100	100	100	100	100
Leaving age stated	7,637	3,609	146	11,392	382	2,785	2,059	22	4,866	528
No. of leavers	7,909	4,363	186	12,458	503	2,972	2,987	23	5,982	677

Source: Kalton 6.1 Pg. 81.
Commission Questionnaire.

3. Leaving age of pupils who transferred to other schools

Percentages

Age on leaving	Boarding pupils					Day pupils				
	G.B.A. boys	Public girls	Public mixed	Total public schools (excluding HMC boys)	R.E. Sample	G.B.A. boys	Public girls	Public mixed	Total public schools (excluding HMC boys)	R.E. Sample
11 or under	10	10	—	9	8	44	48	—	48	40
12	10	9	5	9	8	—	12	—	12	13
13	18	15	20	15	23	19	11	—	12	11
14	12	15	20	15	18	15	10	—	10	8
15	17	15	15	15	10	11	8	100	8	7
16 or over	33	36	40	36	33	11	11	—	11	21
Total	100	100	100	100	100	100	100	100	100	100
No. of leavers known to have transferred to other schools	60	712	40	812	120	27	908	1	936	149
No. of leavers	634	4,363	186	5,183	503	140	2,987	23	3,150	677

Notes: 1. This table excludes 14 boarding pupils (3 from G.B.A. schools, 10 from girls' public schools and 1 from the sample of independent schools recognised as efficient) and 8 day pupils from girls' public schools who left below statutory school leaving age for medical reasons etc.

2. A complete analysis into age groups of the pupils leaving H.M.C. schools who transferred to other schools is not available. Of the 168 boarding pupils who transferred, 62 per cent (103 pupils) were below 15 years of age, 16 per cent were aged 15 and 23 per cent aged 16 or over. Of the 157 day pupils, 87 per cent (135 pupils) were below 15 years of age, 5 per cent were aged 15 and 8 per cent were 16 or over.

Source: Kalton—additional information.
Commission Questionnaire.

4. Nationality of leavers

Percentages

Pupil comes from	Boarding pupils					Day pupils				
	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
Great Britain	96	91	95	94	85	98	96	100	97	94
Commonwealth	2	4	1	2	6	1	2	—	1	4
Elsewhere	3	5	4	4	9	1	2	—	2	2
Total	100	100	100	100	100	100	100	100	100	100
Nationality stated	7,699	4,354	186	12,239	496	2,794	2,973	23	5,790	669
No. of leavers	7,741	4,363	186	12,290	503	2,815	2,987	23	5,825	677

Note: Information on the 325 H.M.C. pupils (168 boarding and 157 day) who transferred to other schools is not available.

Source: Kalton—additional information.
Commission Questionnaire.

5. Social class of fathers

Social class	Boarding pupils					Day pupils				
	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
I and II Professional and Managerial	84	84	89	84	82	81	89	86	85	82
III (a) Non-manual	4	2	7	4	5	10	5	9	8	7
(b) Manual	2	1	2	1	1	5	1	5	3	4
IV Semi and unskilled	1	·	1	·	—	1	1	—	1	2
Armed forces	10	13	1	11	12	2	4	—	3	5
Total	100	100	100	100	100	100	100	100	100	100
Father's occupation stated	8,038	3,870	177	12,085	409	2,898	2,783	21	5,702	541
No. of leavers	8,299	4,363	186	12,848	503	2,993	2,987	23	6,003	677

Note: The information supplied by the schools on the occupation of fathers was, in many cases, ambiguous and classification was necessarily arbitrary. In view of this, these figures should be treated with caution.

Source: Kalton 3.11. Pg. 35. (H.M.C. figures are taken from the H.M.C. School Entrants' Survey).
Commission Questionnaire.

6. Proportion of leavers whose mother or father is an old pupil

	Percentages									
	Public boys		Public girls		Public mixed		Total public schools		R.E. Sample	
	Board- ing pupils	Day pupils	Board- ing pupils	Day pupils	Board- ing pupils	Day pupils	Board- ing pupils	Day pupils	Board- ing pupils	Day pupils
Proportion of pupils whose mother/father is an old pupil	17	7	10	3	11	4	14	5	3	2
Details given	7,676	2,405	4,332	2,946	186	23	12,219	5,374	482	673
No. of pupils	7,741	2,815	4,363	2,987	186	23	12,290	5,825	503	677

Note: Information on the 325 pupils at H.M.C. boys' schools (168 boarding and 157 day) who transferred to other schools is not available.

Source: Kalton—additional information.
Commission Questionnaire.

7. Type of school attended immediately prior to admission

Percentages

School previously attended	Boarding pupils					Day pupils				
	G.B.A. boys	Public girls	Public mixed	Total public schools (excl. H.M.C. boys)	R.E. Sample	G.B.A. boys	Public girls	Public mixed	Total public schools (excl. H.M.C. boys)	R.E. Sample
Maintained primary	12	12	28	13	17	41	28	65	29	39
Independent primary	73	50	43	53	45	45	51	26	50	40
Maintained grammar	2	5	6	5	2	1	2	—	2	3
Maintained secondary	4	2	4	2	5	4	2	9	2	4
Direct grant	1	2	3	2	2	—	2	—	1	1
Independent secondary	3	14	9	12	16	4	10	—	10	9
School abroad	5	15	7	14	12	1	5	—	5	2
Other education	.	.	—	.	1	4	.	—	.	2
Total	100	100	100	100	100	100	100	100	100	100
Previous education stated	633	4,257	185	5,075	459	140	2,476	23	2,639	615
No. of leavers	634	4,363	186	5,183	503	140	2,987	23	3,150	677

Source: Commission Questionnaire.

Note: The H.M.C. School Leavers Survey showed that, immediately prior to admission, 3 per cent of boarders and 29 per cent of day pupils leaving H.M.C. schools had previously attended a maintained primary school; 91 per cent of boarders and 66 per cent of day pupils an independent school; 2 per cent of boarders and 4 per cent of day pupils a maintained secondary school and 3 per cent of boarders and 1 per cent of day pupils a school abroad.

Source: Kalton—additional information.

8. Performance in 11 + selection tests

Percentages

Results of 11 + examination	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
Selected for grammar school education	15	17	27	16	21
Rejected for grammar school education	5	9	4	7	26
Known not to have taken selective tests	22	28	2	24	26
Details not known	57	46	67	53	27
Total	100	100	100	100	100
No. of leavers	10,643	7,350	209	18,202	1,180

Note: This table excludes the 238 H.M.C. pupils (103 boarding and 135 day pupils) who left below the age of 15.

Source: Kalton—additional information.
Commission Questionnaire.

9. (a) *Selection for grammar school education related to subsequent examination achievements*

Percentages

Examination achievements	Leavers known to have been selected for grammar school education					Leavers known to have been refused grammar school education				
	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
<i>'O' level passes*</i>										
None †	1	·	2	1	1	4	2	13	3	5
4 or more	90	82	80	87	69	76	56	50	65	45
8 or more	56	51	30	53	28	24	15	13	19	7
<i>'A' level passes</i>										
1 or more	75	56	57	67	43	40	19	13	28	18
2 or more	68	49	45	59	38	31	12	13	20	10
<i>Awarded a University place</i>	52	32	20	43	24	20	4	—	11	5
Result of selection tests stated	1,648	1,227	56	2,931	247	525	682	8	1,215	311
No. of leavers	10,643	7,350	209	18,202	1,180	10,643	7,350	209	18,202	1,180

*Includes 'O' level passes awarded on the basis of 'A' level examinations (see Note 6).

†Excludes none attempted.

Note: This table excludes the 238 H.M.C. pupils (103 boarding and 135 day pupils) who left below the age of 15.

Source: Kalton 6.22 Pg. 102, and additional information.
Commission Questionnaire.9. (b) *Non-selection for grammar school education related to subsequent examination achievements (further analysis)*

Percentages

Examination achievements	Pupils known to have been refused grammar education									
	Boarding pupils					Day pupils				
	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
<i>'O' level passes*</i>										
None †	2	3	17	2	6	7	2	—	4	4
4 or more	82	63	50	73	54	68	53	50	58	42
8 or more	28	15	17	23	14	19	15	—	16	8
<i>'A' level passes</i>										
1 or more	43	12	17	31	15	35	20	—	25	19
2 or more	34	11	17	24	13	28	12	—	17	11
<i>Awarded a University place</i>	20	4	—	13	7	19	4	—	9	4
Result of selection tests stated	294	228	6	528	84	231	454	2	687	227
No. of leavers	7,806	4,363	186	12,355	503	2,837	2,987	23	5,847	677

*Includes 'O' level passes awarded on the basis of 'A' level examinations (see Note 6).

†Excludes none attempted.

Note: This table excludes the 238 H.M.C. pupils (103 boarding and 135 day pupils) who left below the age of 15.

Source: Kalton 6.22 Pg. 102, and additional information.
Commission Questionnaire.

10. *Educational level of school leavers*

Percentages

Educational level	Boarding pupils					Day pupils				
	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
Did not attempt 'O' level	3	6	4	4	13	4	8	9	6	14
Attempted 'O' level but not 'A' level	29	52	45	37	52	28	47	26	36	51
Attempted 'A' level	68	42	51	59	35	69	45	65	58	35
Total	100	100	100	100	100	100	100	100	100	100
No. of leavers†	7,776	4,015	168	11,959	435	2,816	2,247	23	5,086	570

†This table excludes all leavers under 15 years of age who transferred to other schools.

Source: Kalton 6.3. Pg. 82, and additional information.
Commission Questionnaire.11. *'O' level achievements of school leavers*

Percentages

'O' level	Boarding pupils					Day pupils				
	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
No subject attempted	3	6	4	4	13	4	8	9	6	14
All subjects failed	2	2	6	2	4	2	1	—	2	3
1-3 passes	8	11	24	10	17	10	14	4	11	24
4-7 passes	49	47	42	48	43	42	44	74	43	43
8 or more	38	34	24	37	23	42	33	13	38	16
Total	100	100	100	100	100	100	100	100	100	100
No. of leavers†	7,768*	4,014‡	161‡	11,943	435	2,808*	2,247	23	5,078	570

†This table excludes all leavers under 15 years of age who transferred to other schools.

*There were no details given for 8 H.M.C. boarding and 8 day pupils.

‡1 girl and 7 mixed leavers are known to have attempted 'O' level but the results are unknown.

Note: This table includes 'O' level passes awarded on the basis of 'A' level examinations (see Note 6).

Source: Kalton 6.7. Pg. 86, and additional information.
Commission Questionnaire.

12. 'O' level achievements by age of leaving

Percentages

No. of 'O' level passes	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
(a) Leavers aged 15 attempting 'O' level					
None	6	1	—	2	5
1-3	28	19	60	23	23
4-5	31	25	40	28	32
6-7	25	32	—	29	36
8 or more	10	23	—	18	4
Total	100	100	100	100	100
'O' level attempted and result known	109	191	5	305	22
No. of leavers aged 15	282	406	10	698	89
(b) Leavers aged 16 attempting 'O' level					
None	7	3	15	5	6
1-3	32	23	56	27	41
4-5	28	27	18	27	20
6-7	24	31	8	28	22
8 or more	10	16	3	13	11
Total	100	100	100	100	100
'O' level attempted and result known	1,164	1,616	39	2,819	273
No. of leavers aged 16	1,266	1,704	41	3,011	315
(c) Leavers aged 17 attempting 'O' level					
None	2	2	7	2	3
1-3	12	12	30	13	30
4-5	22	19	14	21	26
6-7	31	31	35	31	25
8 or more	32	36	14	33	16
Total	100	100	100	100	100
'O' level attempted and result known	3,028	2,104	43	5,175	256
No. of leavers aged 17	3,050	2,125	43	5,218	278
(d) Leavers aged 18 and over attempting 'O' level					
None	.	1	1	.	2
1-3	3	4	1	3	6
4-5	12	10	25	12	19
6-7	33	30	33	33	36
8 or more	52	55	40	52	37
Total	100	100	100	100	100
'O' level attempted and result known	5,891	1,937	88	7,916	314
No. of leavers aged 18 and over	5,945	1,965	97	8,007	322

Notes: 1. The number of 'O' level passes recorded includes 'O' level passes awarded on the basis of 'A' level examinations (see Note 6).

2. This table excludes the 46 boys' and 44 girls' public school leavers whose age on leaving was unknown, and the 22 pupils leaving for medical reasons etc. (see footnote 1, Table 3).

Source: Kalton 6.9. Pg. 87, and additional information.
Commission Questionnaire.

13. 'A' level achievements of school leavers

Percentages

'A' level	Boarding pupils					Day pupils				
	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
No subject attempted	32	58	49	41	65	31	55	35	42	65
All subjects failed	9	3	1	7	8	6	4	9	5	4
1 pass	11	9	14	10	7	9	9	13	9	8
2 passes	19	12	12	17	8	14	13	17	14	10
3 passes	24	16	17	21	8	34	17	26	26	10
4 or more	4	2	7	4	4	6	2	—	4	3
Total	100	100	100	100	100	100	100	100	100	100
No. of leavers†	7,770*	4,015	168	11,953	435	2,813*	2,247	23	5,083	570

†This table excludes all leavers under 15 years of age who transferred to other schools.

*There were no details given for 6 H.M.C. boarding and 3 day pupils.

Source: Kalton 6.10 Pg. 88, and additional information.
Commission Questionnaire.

14. 'A' level achievements by age of leaving

Percentages

No. of 'A' level passes	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
(a) Leavers aged 17 and under attempting 'A' level					
None	13	10	—	12	24
1	16	23	50	19	29
2	28	27	20	28	24
3	36	36	20	36	20
4 or more	7	4	10	6	3
Total	100	100	100	100	100
'A' level attempted and result known	1,681	953	10	2,644	85
No. of leavers aged 17 and under	4,598	4,235	94	8,927	682
(b) Leavers aged 18 attempting 'A' level					
None	11	7	4	10	13
1	15	18	26	16	20
2	26	31	25	27	26
3	40	39	33	40	27
4 or more	7	5	12	7	14
Total	100	100	100	100	100
'A' level attempted and result known	4,788	1,631	80	6,499	222
No. of leavers aged 18	5,241	1,831	85	7,157	272
(c) Leavers aged 19 and over attempting 'A' level					
None	12	13	10	12	20
1	13	27	—	15	20
2	27	26	20	27	30
3	41	30	60	40	28
4 or more	7	4	10	7	2
Total	100	100	100	100	100
'A' level attempted and result known	676	116	10	802	40
No. of leavers aged 19 and over	704	134	12	850	50

Note: This table excludes the 46 boys' and 44 girls' public school leavers whose age on leaving was unknown, the 22 pupils leaving for medical reasons etc. (see footnote 1, Table 3) and all leavers under 15 years of age who transferred to other schools.

Source: Kalton 6.12. Pg. 90, and additional information.
Commission Questionnaire.

15. Destination of school leavers

Percentages

Destination	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
<i>Continued education</i>					
Oxford or Cambridge	13.5	2.4	3.7	9.7	0.9
Other U.K. University	28.5	14.8	21.3	24.1	11.5
University abroad	16.8	1.1	—	18.2	0.9
College of Further Education*	16.8	16.2	16.3	18.2	19.3
College of Art	—	3.6	5.0	—	3.2
College of Music	—	0.9	—	—	0.3
College of Education (Teacher Training)	0.9	7.1	7.5	3.1	6.5
Secretarial College	—	13.8	5.0	4.8	7.3
Finishing school	—	2.3	—	0.8	0.5
Other continued education					
(a) in this country	2.8	7.9	5.6	5.2	5.6
(b) abroad**	—	1.9	1.3	—	0.8
Leavers transferring to other schools†	4.2	9.2	14.4	6.0	10.5
<i>Employment</i>					
Industry and commerce					
(a) In this country	13.3	3.3	5.0	9.8	12.5
(b) Abroad	0.5	0.2	—	0.4	0.3
Professional apprenticeship					
(a) Law	2.5	0.2	—	1.7	0.3
(b) Accountancy	4.8	0.2	0.6	3.2	0.6
(c) Librarianship	—	0.2	—	0.1	0.2
(d) Engineering	1.3	—	—	0.8	1.0
(e) Other	2.0	0.2	1.3	1.4	0.5
Other apprenticeship	0.4	0.5	0.6	0.4	0.8
Merchant Navy	0.4	—	—	0.3	0.3
Nursing (including nursing courses)	—	6.3	3.7	2.2	3.6
Child nursing	—	1.3	0.6	0.4	1.1
Other medical careers (e.g. physiotherapy)	0.1	2.3	—	0.8	0.3
Agriculture or Forestry	3.4	0.5	1.9	2.4	2.6
Public service					
(a) Armed forces	3.6	0.3	0.6	2.4	2.0
(b) Civil Service	0.3	0.4	0.6	0.3	0.9
(c) Local government	0.1	0.1	0.6	0.1	0.1
(d) Other	0.6	0.5	3.1	0.6	0.7
Elsewhere	—	0.5	—	0.2	0.2
Destination given as "abroad"	0.1	1.8	1.3	0.7	4.7
Total	100.0	100.0	100.0	100.0	100.0
Destination stated	10,983	5,765	160	16,908	895
No. of leavers†	11,841	6,262	191	18,294	1,005

*Excludes leavers following nursing courses.

**Excludes leavers at finishing school abroad.

†The information on H.M.C. schools, provided by the Commission Questionnaire P.S.C.Q.1, was not as detailed as the information on all other types of school gained from the School Leavers Questionnaire. In particular, the age of individual leavers was not given, and there may be a few leavers from H.M.C. schools, shown to be transferring to other schools, who were under 15 years of age. The figures shown in this category for all other types of school exclude leavers under 15.

Source: Commission Questionnaire.

SECTION IV FULL-TIME ASSISTANT TEACHERS

(i) Copy of questionnaire and notes

P.S.C.Q.4

PUBLIC SCHOOLS COMMISSION
FULL-TIME ASSISTANT TEACHERS

Name of school.....

List *all* assistant teachers currently employed on full-time teaching at the schools. Please read attached notes before answering.

1	2	3	4	5	6	7	8	9	10
TEACHER'S NAME (not required by Commission)	Marital Status	Age	Day Duties	Board- ing Duties	Bache- lor's Degree	Subject of Degree	Univer- sity award- ing Degree	Teach- ing Quali- fication	Further Degrees and other Quali- fications
1	M W U		H A N	H A D N	1 2 0 N				

11	12	13	14	15	16	17	18	19	20
Secun- dary Educa- tion	Years at school	Total years teach- ing	Other school teach- ing	Sixth Form teach- ing per week	Other teach- ing per week	Sub- jects taught	Scale salary	Additional pay- ments	Accom- moda- tion
P D O I M N K			P I D M I P M P E						F R N

Notes for completing questionnaire
on Full-time assistant teachers

List all assistant teachers and instructors who are currently employed on full-time teaching or instruction at the school. Do not include teachers employed full-time to give private tuition (i.e. not form teaching) on a fee basis.

Each of the notes below refers respectively to one column on the answer sheet headed "Full-time assistant teachers". The notes are numbered so as to correspond with the numbering of the columns on the answer sheet to which each refers.

1. This information will be treated as completely confidential. It will not be used in the analysis but is only included to help you to complete the form. It may be omitted from the copy sent to the Commission. Indicate whether master or mistress by adding Mr., Mrs. or Miss to this column and leave this information on the copy sent to the Commission.
2. Indicate whether married and spouse still living (M), widow or widower (W), or unmarried (U) by ringing appropriate letter.
3. Age in years on 1st January, 1967.
4. Is teacher a day-pupil housemaster/mistress (H): assistant day-pupil housemaster/mistress (A), or has he/she no day-pupil house duties (N)? Ring the appropriate letter.
5. Is teacher a boarding housemaster/mistress (H): assistant boarding housemaster/mistress (e.g. house tutor) (A), day master/mistress with boarding house duties (D): or has he/she no boarding house duties (N)? Ring the appropriate letter.
6. Specify whether Bachelor's degree was a first class degree (1), a second class degree (2), or other degree (O), by ringing the figure or letter of the appropriate category. If no degree ring (N). If a class is given separately for Part I and Part II of a degree, give only the class awarded for Part II.
7. Give subject(s) of degree(s). If none, write "none".
8. Give University(ies) awarding degree(s). If none, write "none".
9. Give nature of any teaching qualification (e.g. Dip. Ed.) If none, write "none".
10. Give list of other qualifications, e.g. Ph.D., Chartered Accountant. If none, write "none".
11. Did teacher attend an independent public school (member of H.M.C., G.B.A. or G.B.G.S.A.) (P), another independent school (I), a direct grant school (D), a maintained school (M), or some other school (O). Ring the appropriate letter. If not known ring (NK).

12. State number of completed years of teaching at present school.
13. State total number of completed years of school teaching.
14. Other school teaching experience. Has he/she taught at:
 - (a) an independent public school (P)
 - (b) another independent secondary school (I)
 - (c) a direct grant school (D)
 - (d) a maintained secondary school (M)
 - (e) an independent preparatory or primary school (IP)
 - (f) a maintained primary school (MP)
 - (g) elsewhere (E).

Ring letters of appropriate categories.

15. Give *average* number of *hours* spent per week of term-time teaching or supervising Sixth Forms during the last academic year (1965-66). For example, if 8 periods of 45 minutes in Michaelmas term, 10 periods of 45 minutes in Lent term and 6 periods of 45 minutes in the Summer term, the average is 6 hours per week. (In calculating this average there is no need to make allowance for variations in the lengths of the terms i.e. add together the number of hours per week for each of the three terms and divide by three).
16. Give *average* number of *hours* spent per week of term-time teaching or supervising forms other than Sixth Forms during the current academic year. See note 15.
17. List all subjects that the teacher teaches in the current academic year. Use abbreviations PE for physical education and RI for religious instruction.
18. Give scale salary including additional payments for academic duties, e.g. as Head of Department, or in recognition of academic qualifications. Do not include extra payments for boarding house or other duties. Do not deduct any payment by the teacher in respect of accommodation rented from the school.
19. Give total annual amount of extra monetary payments received from school in respect of extra duties, e.g. as housemaster/mistress, house-tutor, games master/mistress. Write in nature of extra duty.
20. Is living accommodation provided free by the school (F)? Is it rented by the teacher from the school (R)? Or is accommodation not provided by the school (N)? Ring the appropriate letter.

FULL-TIME ASSISTANT TEACHERS

(ii) *Results of the survey*

- Notes:* 1. As explained in the introduction to this Appendix, there is a difference of three years between the H.M.C. survey carried out by Mr. Graham Kalton (1962–63) and the Commission's own survey on non-H.M.C. schools (1965–66). Where it has been considered that this difference would not have a significant effect, the results of the two enquiries have been amalgamated (in the columns headed "Public boys" and "Total public schools").
2. The source of information is shown at the foot of each table. Where the source is shown as "Commission Questionnaire", this indicates that information has been obtained from answers to the Full-time Assistant Teachers Questionnaire P.S.C.Q. 4.
3. Where figures for H.M.C. boys' schools have been extracted from Mr. Kalton's book "The Public Schools—A Factual Survey", source references have been made as in the following example: "Kalton. 5.12. Pg. 77", i.e. Table 5.12, page 77 of Mr. Kalton's book. In the case of some tables, additional figures have been provided by Mr. Kalton from his working material; the source reference being given as "Kalton—additional information".
4. A stop (·) appearing in the body of a table indicates that the number of teachers produced a negligible percentage. A dash (—) indicates a nil return. Percentages have been individually rounded so that the sum of the percentages in a column may not exactly match the appropriate total (100 per cent unless otherwise stated).
5. The following abbreviations have been used to head columns in the tables:
- Public boys: Boys' schools in membership of the Headmasters' Conference and/or the Association of Governing Bodies of Public Schools.
- H.M.C. boys: Boys' schools in membership of the Headmasters' Conference.
- G.B.A. boys: Boys' schools in membership of the Association of Governing Bodies of Public Schools only.
- Public girls: Girls' schools in membership of the Association of Governing Bodies of Girls' Public Schools.
- Public mixed: Co-educational schools in membership of the Association of Governing Bodies of Public Schools.
- Total public schools: Total of all schools in membership of the three organisations named above.
- R.E. Sample: Schools selected to form a sample of recognised efficient secondary schools other than public schools (see Introduction to Appendix 6).

FULL-TIME ASSISTANT TEACHERS

1. *Marital status*

Percentages

Marital status	Wholly and mainly boarding schools					Wholly and mainly day schools				
	G.B.A. boys	Public girls	Public mixed	Total public schools (excluding H.M.C. boys)	R.E. Sample	G.B.A. boys	Public girls	Public mixed	Total public schools (excluding H.M.C. boys)	R.E. Sample
Married	72	28	52	35	53	64	32	—	33	40
Widowed	—	4	1	3	3	—	4	—	4	4
Unmarried	28	69	47	62	44	36	63	—	62	56
Total	100	100	100	100	100	100	100	—	100	100
Marital status stated	257	1,539	90	1,886	170	47	1,311	—	1,358	287
No. of teachers	258	1,558	90	1,906	170	47	1,312	—	1,359	288

Source: Commission Questionnaire.

2. *Age distribution of teachers*

Percentages

Age	Wholly and mainly boarding schools					Wholly and mainly day schools				
	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
Under 25	6	15	20	9	15	7	16	—	13	15
25-29	19	14	8	17	15	24	16	—	19	11
30-39	31	19	34	28	24	27	20	—	23	24
40-49	20	21	18	20	22	20	21	—	21	20
50-59	19	24	17	21	15	16	22	—	20	21
60-64	4	5	2	4	6	5	4	—	4	4
65 and over	1	1	1	1	4	1	1	—	1	4
Total	100	100	100	100	100	100	100	—	100	100
Age stated	3,398	1,558	90	5,046	170	978	1,312	—	2,290	288
No. of teachers	3,407	1,558	90	5,055	170	985	1,312	—	2,297	288

Source: Kalton 4.1. Pg. 45, and additional information.
Commission Questionnaire.

3. *Boarding house duties of teachers in mainly boarding schools*

Percentages

Boarding house duties	Wholly and mainly boarding schools				
	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
Housemaster/mistress	19	14	9	18	14
Assistant housemaster/mistress	18	13	39	17	24
Day master/mistress with boarding house duties	8	15	29	10	11
No boarding house duties	55	57	23	55	50
Total	100	100	100	100	100
Boarding house duties stated	3,349	1,458	90	4,897	152
No. of teachers	3,407	1,558	90	5,055	170

Source: Kalton 5.5. Pg. 69.
Commission Questionnaire.

4. *Class of degree*

Percentages

Class of degree	Type of school				
	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
First class honours	11	5	7	8	7
Second class honours	48	33	45	42	22
Other degree	29	21	13	26	25
No degree	12	41	35	23	46
Total	100	100	100	100	100
Details given	4,363	2,770	88	7,221	440
No. of teachers	4,392	2,870	90	7,352	458

Source: Kalton 4.2. Pg. 45.
Commission Questionnaire.

5. *Subject of degree—Arts and Science subjects only*

Percentages

Subject of degree	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
Arts	64	67	70	65	68
Science	36	33	30	35	32
Total	100	100	100	100	100
No. of teachers with degrees known to be in Arts or Science subjects	3,732	1,517	54	5,303	206
No. of teachers	4,392	2,870	90	7,352	458

Source: Kalton 4.5. Pg. 48.
Commission Questionnaire.

6. *University awarding first degrees*

Percentages

University	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
Oxford and Cambridge	78	20	44	61	17
Other English & Welsh	18	64	47	32	57
Other	4	16	8	7	25
Total	100	100	100	100	100
University stated	3,841	1,646	59	5,546	230
No. of teachers	4,392	2,870	90	7,352	458

Source: Kalton 4.4. Pg. 47.
Commission Questionnaire.

7. Class of degree by type of subject taught

Percentages

Class of degree	Subject taught					All full-time teachers
	1 Arts	2 Science	3 Arts and Science	4 Academic subjects	5 Non-academic subjects only	
<i>Public boys</i>						
First class honours	11	13	4	11	4	11
Second class honours	59	46	38	52	13	48
Other degree	26	35	36	30	19	29
No degree	4	6	21	6	63	12
Total	100	100	100	100	100	100
Degree stated	2,197	1,464	250	3,911	452	4,363
No. of teachers	2,213	1,474	251	3,938	454	4,392
<i>Public girls</i>						
First class honours	7	9	4	7	.	5
Second class honours	58	39	21	50	4	33
Other degree	24	38	14	28	9	21
No degree	12	14	60	14	86	41
Total	100	100	100	100	100	100
Degree stated	1,096	577	70	1,743	1,027	2,770
No. of teachers	1,126	588	74	1,788	1,082	2,870
<i>Public mixed</i>						
First class honours	6	10	—	7	7	7
Second class honours	71	52	50	64	7	45
Other degree	17	14	50	17	3	13
No degree	6	24	—	12	83	35
Total	100	100	100	100	100	100
Degree stated	35	21	2	58	30	88
No. of teachers	36	22	2	60	30	90
<i>Total public schools</i>						
First class honours	9	12	4	10	2	8
Second class honours	58	44	35	52	7	42
Other degree	25	36	31	29	12	26
No degree	7	9	30	9	79	23
Total	100	100	100	100	100	100
Degree stated	3,328	2,062	322	5,712	1,509	7,221
No. of teachers	3,375	2,084	327	5,786	1,566	7,352
<i>R.E. Sample</i>						
First class honours	10	9	9	10	1	7
Second class honours	37	21	14	30	2	22
Other degree	30	29	27	29	14	25
No degree	23	40	50	31	83	46
Total	100	100	100	100	100	100
Degree stated	179	109	22	310	130	440
No. of teachers	189	110	22	321	137	458

1. 'Arts' includes languages, history, geography, social studies etc.; it does not include subjects under 2 but may include subjects under 5 taught in addition to arts subjects.

2. 'Science' includes mathematics, physics, chemistry, biology etc.; it does not include subjects under 1 but may include subjects under 5 taught in addition to science subjects.

3. This category is for those teachers who teach both arts and science subjects.

4. Teachers of academic subjects are those included in columns 1, 2 and 3.

5. Teachers of non-academic subjects are those teaching religious instruction, physical education, art, music, domestic or practical subjects etc. only or combinations of these subjects only.

Source: Kalton 4. 7. Pg. 49, and additional information.

Commission Questionnaire.

8. Teacher training qualifications

Percentages

Type of teaching qualification	Wholly and mainly boarding schools					Wholly and mainly day schools				
	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
Postgraduate diploma	29	38	48	32	30	41	37	—	38	30
Non-graduate diploma	3	13	20	6	22	6	29	—	19	31
Diploma in P.E.	1	7	3	3	3	2	5	—	4	2
Diploma in art	1	4	3	2	3	2	3	—	2	2
Diploma in music	1	8	12	3	5	·	7	—	4	6
Diploma in handicraft or domestic subjects	·	4	2	1	2	1	2	—	2	1
Other teaching (e.g. City and Guilds, qualifications abroad, other music)	1	1	6	1	5	1	4	—	3	2
No teacher training qualifications										
1. graduates	59†	24	17	47	26	45†	17	—	29	16
2. non-graduates	6†	5	2	5	12	4†	3	—	3	12
No. of teachers	3,407	1,558	90	5,055	170	985	1,312	—	2,297	288

†Calculation for H.M.C. schools based on Kalton 4.8. Pg. 51, and the known number of graduates (4.4. Pg. 47).

Notes: 1. This table records the two types of teacher training qualifications. Postgraduate and non-graduate teacher training diplomas are qualifications of professional training in teaching, whereas diplomas in specialist subjects are qualifications accepted by the Secretary of State for Education and Science for the status of qualified teacher and are qualifications of proficiency in a subject rather than of ability to teach a subject.

2. Since it is possible for teachers to have more than one teaching qualification, totals of these columns can exceed 100 per cent.

Source: Kalton 4.8 Pg. 51.
Commission Questionnaire.

9. *Qualified teacher status*

Percentages

Qualified teacher status	Wholly and mainly boarding schools					Wholly and mainly day schools				
	G.B.A. boys	Public girls	Public mixed	Total public schools (excluding H.M.C. boys)	R.E. Sample	G.B.A. boys	Public girls	Public mixed	Total public schools (excluding H.M.C. boys)	R.E. Sample
Graduate with teacher training diploma	32	38	48	38	30	44	37	—	37	31
Graduate no diploma	42	24	17	26	26	23	17	—	17	16
Non-graduate with diploma	19	34	33	32	32	31	43	—	43	41
Qualified teacher (non-graduate) but no teacher training	1	1	—	1	1	—	—	—	—	1
Unqualified	6	4	2	4	11	2	3	—	3	11
Total	100	100	100	100	100	100	100	—	100	100
Q.T. status known	258	1,558	90	1,906	170	47	1,311	—	1,358	280
No. of teachers	258	1,558	90	1,906	170	47	1,312	—	1,359	288

Notes: 1. Although "Qualified Teacher Status" is relevant to maintained rather than independent schools, it was thought that to apply the same criteria to teachers in independent schools would give a guide to the range of their professional qualifications.

2. Teachers who hold non-graduate qualifications in specialist subjects have been included in the category "Non-graduate with diploma".

Source: Commission Questionnaire.

Some information for H.M.C. schools is available from the Department of Education and Science annual returns (1965-66). As these returns did not specify the teacher training qualifications of graduates, the figures have not been incorporated in the above table. The returns showed that out of 3,330 teachers in wholly and mainly boarding schools and 1,137 in wholly and mainly day schools, 86 per cent and 83 per cent respectively were graduates; 9 per cent and 11 per cent were non-graduates with teacher-training diplomas; below 1 per cent in each case were qualified teachers but had no teacher-training qualifications and 5 per cent and 6 per cent were unqualified.

10. *Secondary school at which the teachers were educated*

Percentages

Last secondary school at which teacher was educated	G.B.A. boys	Public girls	Public mixed	Total public schools (excluding H.M.C. boys)	R.E. Sample
Independent public	37	21	42	23	18
Other independent	6	17	4	16	29
Direct grant	14	15	9	14	15
Maintained	37	42	42	42	34
Other type of school	6	5	4	5	4
Total	100	100	100	100	100
Secondary school stated	282	2,714	57	3,053	431
No. of teachers	305	2,870	90	3,265	458

Source: Commission Questionnaire.

Kalton 4.10 Pg. 53 shows that 71 per cent of masters in H.M.C. wholly and mainly boarding schools, and 61 per cent in wholly and mainly day schools were educated at H.M.C. schools.

11. Secondary schools at which teachers at girls' public schools were educated by age of teacher

Percentages

Last secondary school at which teacher was educated	Public girls schools	
	Teachers under 30	Teachers over 30
Independent public	18	22
Other independent	12	19
Direct grant	15	15
Maintained	50	38
Other type of school	5	6
Total	100	100
Secondary school and age stated	839	1,870
No. of teachers	883	1,987

Source: Commission Questionnaire.

Kalton 4.11 Pg. 54 shows that 31 per cent of masters under 30 in H.M.C. wholly and mainly boarding schools and 41 per cent in wholly and mainly day schools were educated at schools other than H.M.C. schools. For masters aged 30 and over the proportions were 28 per cent and 39 per cent respectively.

12. Years of teaching at present school

Percentages

No. of completed years at the school	Wholly and mainly boarding schools					Wholly and mainly day schools				
	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
Under 2	16	31	31	21	21	16	31	—	24	28
2-4	20	26	24	22	29	24	26	—	25	28
5-9	21	19	14	20	30	20	18	—	19	25
10-14	14	9	11	13	8	13	10	—	11	8
15-19	13	7	9	11	5	14	8	—	10	5
20-24	4	4	10	4	5	3	5	—	4	2
25 and over	12	3	—	9	2	10	2	—	6	4
Total	100	100	100	100	100	100	100	—	100	100
Years of teaching stated	3,397	1,505	90	4,992	166	982	1,284	—	2,266	283
No. of teachers	3,407	1,558	90	5,055	170	985	1,312	—	2,297	288

Source: Kalton 5.11. Pg. 76.
Commission Questionnaire.

13. Number of years teaching at present school by total number of years teaching

	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
<i>Teachers with 5 or more years teaching experience</i>					
Number	3,299	1,926	64	5,289	310
Proportion with 3 or more at present school	90%	75%	77%	85%	81%
<i>Teachers with 10 or more years teaching experience</i>					
Number	2,424	1,551	46	4,021	229
Proportion with 5 or more at present school	92%	67%	78%	82%	72%
<i>Teachers with 20 or more years teaching experience</i>					
Number	1,121	849	21	1,991	119
Proportion with 10 or more at present school	92%	57%	81%	77%	53%

Source: Kalton 5.12. Pg. 77, and additional information.
Commission Questionnaire.

14. Other teaching experience

Percentages

Other school teaching	Wholly and mainly boarding schools					Wholly and mainly day schools				
	G.B.A. boys	Public girls	Public mixed	Total public schools (excluding H.M.C. boys)	R.E. Sample	G.B.A. boys	Public girls	Public mixed	Total public schools (excluding H.M.C. boys)	R.E. Sample
Independent public	16	25	16	24	18	19	24	—	24	8
Other independent	17	25	15	24	19	11	19	—	19	25
Direct grant	12	10	8	10	5	2	11	—	11	11
Maintained secondary	36	41	41	40	31	26	40	—	40	36
Independent preparatory or primary	11	9	8	10	9	15	13	—	13	10
Maintained primary	8	7	7	7	5	11	14	—	14	10
Elsewhere	15	16	11	16	16	13	15	—	14	13
No other school teaching	26	21	21	21	27	40	22	—	22	24
Teaching experience stated	240	1,467	87	1,794	161	47	1,273	—	1,320	263
No. of teachers	258	1,558	90	1,906	170	47	1,312	—	1,359	288

Note: Since teachers may have taught in more than one type of school, the totals of these columns exceed 100 per cent.

Source: Commission Questionnaire.

Kalton 5.13. Pg. 78 shows that 32 per cent of masters in H.M.C. wholly and mainly boarding schools and 25 per cent in wholly and mainly day schools had taught at another H.M.C. school; 20 per cent and 25 per cent at a non-H.M.C. secondary school; 2 per cent and 3 per cent at a maintained primary school; 12 per cent and 6 per cent at an independent (I.A.P.S.) preparatory school and 14 per cent and 9 per cent had taught elsewhere. 39 per cent of masters in wholly and mainly boarding schools and 44 per cent in wholly and mainly day schools had not taught in any other school.

15. No. of hours teaching per week

Percentages

No. of hours teaching per week	Wholly and mainly boarding schools						Wholly and mainly day schools					
	H.M.C. boys*	G.B.A. boys	Public girls	Public mixed	Total public schools*	R.E. sample	H.M.C. boys*	G.B.A. boys	Public girls	Public mixed	Total public schools*	R.E. sample
Under 14 hours	9	8	9	6	9	7	3	—	7	—	5	4
14—	9	3	8	1	8	8	4	2	6	—	5	2
16—	27	9	15	6	22	8	14	—	12	—	13	3
18—	30	19	22	36	27	15	42	6	25	—	32	7
20—	16	30	24	30	19	22	31	32	25	—	28	18
22—	5	14	11	11	8	17	4	32	14	—	10	24
24 hrs. or more	3	17	11	10	6	22	1	28	11	—	7	42
Total	100	100	100	100	100	100	100	100	100	—	100	100
Hours of teaching stated	3,105	255	1,513	83	4,956	170	937	47	1,279	—	2,263	277
No. of teachers	3,149	258	1,558	90	5,055	170	938	47	1,312	—	2,297	288

*H.M.C. figures (which are estimated) are for under 14½–16½ hours and so on but this is unlikely to make much difference to the percentages shown in the columns "Total public schools".

Source: Kalton 5.4. Pg. 68.

Commission Questionnaire.

16. Accommodation of teachers

Percentages

Accommodation	Wholly and mainly boarding schools					Wholly and mainly day schools				
	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample	Public boys	Public girls	Public mixed	Total public schools	R.E. Sample
Provided by school	38	15	—	30	32	10	3	—	6	18
Rented from the school	36	31	68	35	14	16	12	—	13	4
Not obtained from the school	27	54	32	35	54	74	85	—	81	78
Total	100	100	100	100	100	100	100	—	100	100
Source of accommodation stated	3,316	1,505	85	4,906	169	937	1,218	—	2,155	268
No. of teachers	3,407	1,558	90	5,055	170	985	1,312	—	2,297	288

Source: Kalton 5.9. Pg. 74.

Commission Questionnaire.

APPENDIX 7

EVIDENCE

- Section 1* Letter and questionnaire inviting evidence.
- Section 2* (a) Organisations which submitted evidence.
(b) Universities and schools which submitted evidence.
(c) Individuals who submitted evidence.
- Section 3* Extracts from the evidence.

SECTION 1

LETTER AND QUESTIONNAIRE INVITING EVIDENCE

"I am writing to invite the if it so wishes, to offer evidence to the Public Schools Commission. The Commission was appointed in December, 1965, with the task of advising the Government on the best ways of integrating the public schools with the State system of education. The full terms of reference are enclosed, together with a list of members of the Commission.

The Commission would welcome evidence especially on a number of matters touched upon in the 'objectives' included in the terms of reference, and I enclose a list of questions to which it would be helpful if you could direct your attention. The Commission appreciates that some questions may be less relevant than others to your organisation/the college/the university, and it is not expected that you will necessarily feel able to comment upon all of them. Also, the formulation of questions does not mean that your views on other aspects of the terms of reference will be unwelcome; the Commission would like you to feel free to present evidence in whatever form you prefer, always bearing in mind that the key question is not whether the public schools should be integrated with the State system of education but how this should be achieved. The Commission would be particularly interested in answers which can be supported either by evidence or by reasons for the opinions expressed.

In view of the large number of bodies to be consulted, it is hoped that written evidence will, in most cases, be sufficient; oral evidence will not normally be invited unless there are points of particular importance requiring clarification which arise from the written evidence.

It would be appreciated if you could supply 25 copies of your evidence, although this is not essential. No terminal date for receiving evidence has been set; but it would be helpful to the Commission to receive it by the end of the year if possible.

Questions arising from objectives listed in the terms of reference

Note: PLEASE DISTINGUISH THROUGHOUT BETWEEN BOYS AND GIRLS IF YOU CONSIDER DIFFERENT ANSWERS OR COMMENTS TO BE APPROPRIATE.

1. *To Meet National Educational Needs*

(a) *Boarding*

- (i) In what circumstances should education in boarding schools be regarded as essential for a child?
- (ii) Over and above this essential need, are there other circumstances in which boarding education is desirable?
- (iii) If so, what are its advantages and do they apply particularly at certain ages?

(iv) What disadvantages are attached to boarding education?

(v) Is whole time, or weekly, or some other boarding arrangement to be preferred (if home conditions make a choice possible)?

(b) *Other Educational Needs*

A number of public schools are day schools and some others have comparatively few boarding places. In what ways might day places at public schools best meet national needs? Should there be more day places available at boarding schools and/or more boarding places attached to day schools; or, in the interests of the pupils, ought boarding and day provision to be kept separate?

2. *Co-education*

What are the advantages and/or disadvantages of single sex boarding schools?

3. *Divisive influences*

(a) In what ways and to what extent do public schools exert a socially divisive influence:

- (i) At school age?
- (ii) At the stage of higher education?
- (iii) In later life?
- (iv) In the life of the community as a whole?

(b) Is a public school background of advantage when pupils of similar academic attainment are considered for:

- (i) Places in higher education?
- (ii) Subsequent employment?
- (iii) Employment entered straight from school?

Are there professional or other fields in which any such advantage is especially marked?

Are there valid reasons (arising e.g. from the nature of public school education) why such advantages, if any, should exist?

4. *A Socially Mixed Entry*

(a) To what extent do you consider that there is at present an inadequate 'social mix' in public schools, in respect, for example, of:

- (i) Parental occupations?
- (ii) Parental income?
- (iii) Area of residence?

(b) Do you consider that the 'social mix' should be changed, and if so, in what ways; and do you consider that there are any characteristics of special value to the community as a whole which would be lost by the public schools as a result of the 'social mix' suggested?

5. *A Wider Range of Academic Attainment*

What would be the most suitable methods of achieving a progressively wider range of intake (in terms of ability) to public schools *as a whole*, in the context

of national education policy—allowing for the fact that many schools are at present too small to form viable comprehensive schools covering a full secondary age range?

6. *Selection of Pupils*

Under any type of reorganisation you may suggest, who should be responsible for the selection of assisted pupils for admission to public school places?

7. *To Open Public Schools to Pupils irrespective of Parental Income*

In the case of assisted pupils, would you expect parents to contribute according to their income towards:

(a) tuition?

and/or (b) boarding?

Would you differentiate in this between those assisted pupils admitted for reasons of 'need' (not necessarily implying lack of parental means) and those entering purely by choice?

8. *Other Independent Schools*

(a) As and when the public schools are integrated with the national system of education, should any or all of the considerable number of other independent secondary schools be integrated in a similar way?

(b) Should preparatory schools (and other independent primary schools) also be brought into some form of integration or alliance with the State system?

9. *Age of Entry*

What adjustment of the normal age of entry to public schools (13) (and thus the normal age of leaving preparatory schools), or of entry to State secondary schools (11), do you consider would facilitate a closer relationship between the two systems?

10. *Experimental Schemes*

Are there any particular types of experimental scheme which you consider the Commission should undertake in accordance with the terms of reference?"

SECTION 2

(a) ORGANISATIONS WHICH SUBMITTED EVIDENCE

(either in response to the letter and questionnaire at 1
above or not related to it)

Advisory Centre for Education
Advisory Council for the Church's Ministry
Assistant Masters' Association
Association of Assistant Mistresses
Association of Chief Education Officers
Association of Child Care Officers
Association of Children's Officers
Association of County Councils in Scotland
Association of Education Committees
Association of Governing Bodies of Girls' Public Schools
Association of Governing Bodies of Public Schools
Association of Governing Bodies of Public Schools (Scottish Committee)
Association of Head Mistresses
Association of Head Mistresses (Scotland)
Association of Headmistresses of Boarding Schools
Association of Headmistresses of Preparatory Schools
Association of Headmistresses of Recognised Independent Schools
Association of Municipal Corporations
Association for the Psychiatric Study of Adolescents
Association of University Teachers (Scotland)
Barclays Bank Ltd.
Boarding Schools Association
Bow Group
British Council
British European Airways
British Medical Association
British Overseas Airways Corporation
British Sociological Association
Catholic Education Council
Choir Schools Association
Church of England Board of Education
Church Schools Company
Comprehensive Schools Committee
Confederation for the Advancement of State Education
Confederation of British Industry
Co-operative Union
County Councils Association
Dunlop Rubber Company Ltd.
Educational Institute of Scotland
Fabian Society
Forum (Editorial Board)
Free Church Federal Council
Friends Education Council

Girls' Public Day School Trust
Gloucestershire Education Committee
Graduate Appointments Register (Research and Report by R. I. E. Knight)
Harpur Trust
Headmasters' Association
Headmasters' Association Division XVIII (Northern Ireland)
Headmasters' Conference
Headmasters' Conference (Scottish Committee)
Home Office
Imperial Chemical Industries Ltd.
Incorporated Association of Preparatory Schools
Independent Schools Association Incorporated
India, Pakistan and Burma Association
Inner London Education Authority
Institute of Physics and the Physical Society
Lewisham Borough Committee of the Communist Party
Liberal Party Organisation
Lloyds Bank Ltd.
London Boroughs Association
Medical Officers of Schools Association
Methodist Education Committee
Ministry of Defence
Moray and Nairn Joint County Council
National Advisory Committee on Education of the National Union of Conservative and Unionist Associations
National Association of Divisional Executives for Education
National Association of Governing Bodies of Aided Grammar Schools
National Association of Head Teachers
National Consultative Committee for Independent Education
National Council of Women of Great Britain
National Education Advisory Committee of the Communist Party
National Federation of Parent Teacher Associations
National Federation of Professional Workers
National Federation of Women's Institutes
National Foundation for Educational Research
National Joint Committee of Working Women's Organisations
National Secular Society
National Union of Students
National Union of Teachers
New Wales Union
Oxford College of Technology Students Union
Oxfordshire Education Committee
Parents' National Educational Union
Public Schools Bursars' Association
Scottish Trades Union Congress
Sevenoaks Association for the Advancement of State Education
Shell Chemical Co. Ltd.
Socialist Educational Association
Society of Headmasters of Independent Schools
Steiner Schools Fellowship
Trades Union Congress

Unilever Ltd.

United Kingdom Atomic Energy Authority

Welsh Joint Education Committee

Westminster Bank Ltd.

Women's Employment Federation

Women's Group on Public Welfare (in association with the National Council of Social Service)

Women's Liberal Federation

Women's National Advisory Committee of the National Union of Conservative and Unionist Associations

Woodard Corporation

Workers' Educational Association

(b) UNIVERSITIES AND SCHOOLS WHICH SUBMITTED EVIDENCE

Universities

University of Aberdeen

Jesus College, Cambridge

Selwyn College, Cambridge

Trinity College, Cambridge

University of Cambridge Appointments Committee

University of Cambridge Women's Appointments Committee

King's College, London

London School of Economics and Political Science

University College, London

Balliol College, Oxford

Brasenose College, Oxford

Christ Church College, Oxford

Corpus Christi College, Oxford

Magdalen College, Oxford

New College, Oxford

St. Peter's College, Oxford

Lady Margaret Hall, Oxford

Somerville College, Oxford

Oxford Colleges Admissions Office

Oxford University Appointments Board

University of St. Andrews

In addition evidence was received from:

Department of Latin, Birmingham University

A group of members of the academic staff of Hull University

Schools

Governors of Giggleswick School

Headmaster and Governors of Gordonstoun School

Headmaster and Chairman of the Governors of King Edward's School, Witley

Governors of Kingswood School

Council of Marlborough College

Governors of St. George's School, Harpenden

Warden and Fellows of Winchester College

A joint statement was received from the following Independent co-educational schools: Bedales, Dartington Hall, Frensham Heights, St. Christopher and Wennington

A memorandum was received from the headmasters of twenty-three Independent Catholic boarding schools

(c) INDIVIDUALS WHO SUBMITTED EVIDENCE

Dr. V. Ainsworth

Dr. G. Baron, Head of the Research Unit on School Management and Government, University of London Institute of Education.

Dr. T. J. H. Bishop

Mrs. J. Bowden, Member of the Society of Women Writers and Journalists

Dr. J. B. Broadbent, Senior Tutor of King's College, Cambridge

J. D. Buchanan, Headmaster of Oakham School, Rutland

Dr. E. J. M. Campbell

L. M. Carey, Headmaster of Bromsgrove School

Dr. V. Challinor Davies, Educational Consultant

F. Clayton

Sir Alexander Clegg, Director of Education, Yorkshire West Riding

Miss R. Cohen, Principal of Newnham College, Cambridge (in consultation with the Senior Tutor of the College)

G. V. Cooke, Director of Education, Lincolnshire

R. L. Coutts

A. F. Y. Cox, Senior Tutor of University College, Oxford (on behalf of the Tutorial Committee of the College)

R. R. Dale, Senior Lecturer in Education at University College, Swansea

C. V. Davidge, Bursar of Keble College, Oxford

R. Davidson

J. W. B. Douglas, Medical Research Council

C. R. Eames

Mrs. Eileen Elias, Member of the Society of Women Writers and Journalists

The Hon. F. F. Fisher, Master of Wellington College

Lord Franks, Provost of Worcester College, Oxford

R. Geralt Jones, Warden of Llandoverly College

R. N. Gooderson, Senior Tutor of St. Catharine's College, Cambridge

A. R. W. Harrison, Warden of Merton College, Oxford

N. Haycocks, Professor of Education, Nottingham University

J. Haynes, County Education Officer, Kent

Miss M. Heath-Miller, Member of the Society of Women Writers and Journalists

Dr. J. L. Henderson, Senior Lecturer in History and International Affairs, Institute of Education, London University

A. D. Hewlett, Divisional Education Officer, Kent

A. E. Holdsworth

Rev. G. Hollis, Vicar of Rotherham

G. Horne

J. W. Horton, H.M. Staff Inspector for Music

D. A. Howell, Research Officer to the Research Unit on School Management and Government

- B. Jackson, Director of the Advisory Centre for Education
M. Kaser, Lecturer in Soviet Economics, Oxford
Sir Desmond Lee, Headmaster of Winchester College
Rt. Hon. Sir Frank Lee, Master of Corpus Christi College, Cambridge
Rev. J. F. M. Llewellyn, Headmaster of St. Paul's Cathedral Choir School
A. Lowry Creed, Headmaster of Kingswood School
J. R. Lucas
Miss B. McAlhone, Editor of "Where"
R. B. McCallum, Master of Pembroke College, Oxford
I. D. McIntosh, Member of the Scottish Council for the Training of Teachers
R. J. O. Meyer, Headmaster of Millfield School
R. Moore, Headmaster of Mill Hill School
F. L. Moss
Miss A. R. Murray, President of New Hall, Cambridge
M. J. N. Newby
T. Newington, President of Trinity College, Oxford
R. A. C. Oliver, Professor of Education, Manchester University
D. Oakenfull
A. T. Peacock, Professor of Economics, University of York
Mrs. E. W. Pilcher, Member of the Society of Women Writers and Journalists
A. O. H. Quick, Headmaster of Rendcomb College
Sir Philip Rogers
Miss R. Saran, Department of Sociology, Bedford College, London
N. T. Scott, Secretary of the Careers and Appointments Board, Nottingham University
Dr. J. Sharp, Headmaster of Christ College, Brecon
Miss A. M. Shaw, Headmistress of Edgehill College, Bideford
E. P. Stanham, Second Master of Mill Hill School
E. D. Stokes
D. B. Taylor, Senior Tutor of Peterhouse College, Cambridge
J. S. Taylor
J. M. K. Vyvyan, Trinity College, Cambridge
L. Waddilove, Director of the Rowntree Trust
Sir Anthony Wagner, K.C.V.O., Garter Principal King of Arms
J. Wiseman, Professor of the Institute of Social and Economic Research, University of York
V. J. Wrigley, Headmaster of Apsley Grammar School
M. Wylie, Headmaster of Windsor Boys' School, Germany

Note: The posts and appointments listed above are those held at the time that evidence was submitted.

SECTION 3

EXTRACTS FROM EVIDENCE

It would not be practicable to reproduce in appendix form all the evidence received as this would fill several large volumes. We have therefore attempted a selection of extracts covering the wide range of viewpoints expressed. The extracts reproduced below are numbered in accordance with the order of questions to be found at 1.

1. TO MEET NATIONAL EDUCATIONAL NEEDS

(a) **Boarding**(i) **In what circumstances should education in boarding schools be regarded as essential for a child?**

Joint Working Party of the Governing Bodies' Association and Headmasters' Conference

The word "essential" is not easy to define. We would prefer to start from the Martin Report's concept of "need" and ask in what circumstances a child may be considered to "need" boarding education, thus linking what we say with present practice. The Martin Report proposed four criteria of need (roughly, absence of parents abroad, mobility of parents' occupation, home circumstances and special aptitude). These criteria are not self-explanatory, and there have been differences in their interpretation among local education authorities. We agree with Dr. Lambert (*The State and Boarding Education*) that the present criteria need expansion and clarification, and without committing ourselves to them in detail believe that the proposals contained in Appendix 1 of this book are on the right lines. We would stress, in particular, mobility or absence abroad of parents, and distance of home from school necessitating long hours of travel and the missing of extra-curricular activities.

Association of Education Committees

We think local education authorities could only be expected to provide facilities for boarding education in cases where need could be established. At present the criteria of need for boarding education are defined in the Departmental Working Party's report on assistance with the cost of boarding education. It may well be that the present criteria are unduly restrictive, and the Commission may wish to re-examine and re-define what they would regard as appropriate criteria . . . We are, however, convinced that local education authorities in general would not accept the mere desire of parents that their children should have boarding education as sufficient justification for bearing the cost of boarding education on public funds.

Inner London Education Authority

The following arrangements have been made by the Authority for boarding education:

(i) Assistance with fees at boarding schools, independent, direct grant and maintained is available for children of ten years of age and over—

(a) Who are orphans;

- (b) Whose parents are unable to look after them;
- (c) Whose parents are abroad;
- (d) Whose homes are moved frequently from one part of the country to another;
- (e) Who were deemed maladjusted and who are in continued need of boarding education, though no longer eligible under subsection (2) of section 33 of the Education Act 1944;
- (f) Who are in the care of Inner London borough children's committees and who are in need of boarding education.

Association of Head Mistresses

There are circumstances in which education suited to the age, aptitude and ability of girls can best be provided in boarding schools. Some of these are set out in the Martin Report, paragraph 10:—

- (i) When both parents are abroad, for example in the armed forces, and where no suitable provision is available overseas.
- (ii) When parents are liable to frequent moves from one area to another and continuity in the child's schooling is therefore impossible to maintain. This is a damaging situation for all children, but especially for those aged 13 and upwards.
- (iii) When home circumstances are in some way inadequate and seriously prejudicial to a child's normal development. Parental care may be lacking because one or both parents may be physically or mentally ill, or because one parent has died. There may be acute incompatibility between parents, or the parents may be separated or divorced. For other reasons as well as these, the physical or emotional background may be bad.
- (iv) When a child has a special aptitude requiring specialist training, this may be obtainable only in a boarding school. The Yehudi Menuhin School, for example, caters for children of high musical promise. Children who require expert training in ballet or art may also need to be considered in this category.

We hope that these criteria will be generously interpreted. People engaged in a great number of occupations are now much more liable than formerly to move about in search of work and industrial mobility is being officially encouraged. Children's education is likely, therefore, to be interrupted by more frequent changes of school, each of which can hold up progress. Employees of some very big firms are often re-deployed at short notice. Ministers of many churches, and especially Methodists, have to be willing to go to new areas several times during the course of their service. Young academics appointed to junior posts in universities are in like case. In sparsely populated rural areas, such as Exmoor, day schools cannot meet the need for full secondary education, and in many counties, village children have to make long daily journeys as do some city and suburban children, sometimes to the detriment of their health.

There are children who need boarding education for quite different reasons. Those with health problems such as chronic asthma may benefit enormously from a period at a boarding school in a different area from their own. Where there is chronic serious illness, for example in the case of elderly grandparents who live at home, or mentally subnormal brothers or sisters, the strain of

home life can be much relieved for the child who spends the term time in a boarding school. Children in care would often be under less stress if they were away from home for part of the year. Foster parents would find the pressure of looking after such children very much less if they had them only during holiday periods, indeed we think it might be easier to find enough suitable foster parents if more boarding places were available for the children who need foster homes.

The circumstances which make boarding school essential ought, in our view, to be more fully studied and defined. It should be national policy to consider a wide range of needs, and to encourage local education authorities to recommend children, whose home conditions or whose personal health or circumstances warrant it, for assistance or full maintenance as boarders.

Steiner Schools Fellowship

Education in boarding schools (is) essential for children from broken homes, or unsatisfactory homes, or where the child for any reason needs the society of other children if the parents cannot or will not supervise and spend sufficient time with their children (the latchkey child).

Headmasters' Association

It is not always easy to say for a particular child whether boarding is *essential* or merely *desirable*. We have therefore not attempted to draw a rigid line between our answers to these two questions. An overriding consideration is that no child should be sent to a boarding school without the full co-operation of its parents.

(1) When a child has no satisfactory home (e.g. one parent only who is earning a living and unable to give time to the child, especially a widow with a son or a widower with a daughter; a home where the father is absent for long periods (e.g. at sea, or in civil engineering work); where there is prolonged illness; where there is cruelty or indifference; where there is no opportunity for study; where a child is alone in a family that does not understand his interests or his needs; where there is an over-large family with both parents working long hours).

In some of these cases circumstances may produce "problem children". These may well benefit from boarding education, but their number in any one school must be restricted; there must always be a big preponderance of "normal" boarders to carry and to influence beneficially their less fortunate companions. This is already the position in many boarding schools and boarding houses.

(2) When parents are abroad.

(3) To secure continuity of education when parents make frequent moves. (Increasing mobility of labour will make this more common in future, and differing schemes of secondary organisation may make more difficult the transfer of pupils from one area to another).

(4) Where home environment is bad (e.g. in areas of certain large cities).

(5) When a child lives in a very isolated position, with no companions of similar age, and no social life.

(6) Where there is no suitable day school within reasonable travelling distance.

(7) Where a child's special aptitudes need to be developed at an early age and this can be done only in a school designed for the purpose (e.g. ballet dancing).

We understand that provision of this kind is more generous in U.S.S.R.

- (8) Where parents hold strong conscientious beliefs (for example—but not only—religious beliefs) which make a particular kind of school essential.
- (9) When parents wish their children to have boarding education.

Educational Institute of Scotland

As a general principle the Institute takes the view that the security of a loving home is better for children than an institution no matter how benevolent or enlightened the institution may be. We conclude therefore that education in boarding schools can be regarded as essential only when home conditions are so unsatisfactory as to require a residential school to compensate for them.

Socialist Educational Association

(Boarding is essential) only when attendance at a day school is impossible. Rejection of full-time boarding education does not mean also rejection of short residential courses, vacation or one-term. The potentialities of short-term boarding, or of weekly boarding to avoid long distance travel daily, are immense and exciting.

Methodist Education Committee

We consider that it is wrong to say of any category of children that for them boarding school education is essential.

Fabian Society

One view is that boarding is undesirable for almost all boys and girls and particularly for those who already have some history of insecurity because of separation from one or both of their parents, parental discord or other reasons. The relationships with parents and other members of the family may be weakened because of long periods of separation. Evidence from psychological and sociological studies could be quoted to suggest that the child needs continuous access during his development to his parents if he is to adjust satisfactorily to adult life.

- (ii) **Over and above this essential need, are there other circumstances in which boarding education is desirable?**

Association of Children's Officers

Boarding education may be very desirable for certain children in any of the following circumstances:—

- (a) fatherless or motherless children whether this state is due to the death of a parent, desertion, illegitimacy or other causes;
- (b) children of divorced parents;
- (c) children whose parents are unable to provide continuing care because of physical or mental illness, personality defects or for other reasons;
- (d) children who are without a home of their own, but can be provided with a holiday home by grandparents or other relatives;
- (e) some children living with foster-parents who for various reasons cannot provide for their full needs but can provide a satisfactory holiday home for them.

National Union of Teachers

Whilst boarding education may be essential for a few it is held by many of our consultants that some experience of boarding education is desirable for many children, if not all.

Association of Chief Education Officers

It must not be overlooked that other circumstances in which boarding education is desirable must include those parents who expressly wish it for their own children. The Association see no reason to deny parents freedom of choice in this connection.

There may also be a case for the establishment of special boarding schools for older pupils who wish to specialise in particular subjects to a level higher than that possible in the normal school. The Association have in mind the development in the Soviet Union of schools where teaching is conducted in a foreign language, or of other schools which concentrate on music and the fine arts or science. The Army School of Welbeck College is not irrelevant as an example. While these schools are vocationally orientated, there may be a case for their development in this country for pupils over 16 years of age.

Other circumstances in which boarding education is desirable must include cases where children have long daily journeys to face to a day school, and cases where children living in a poor environment would benefit from a period away from home. This may apply particularly in the case of those of less than average ability.

Joint Working Party of the Governing Bodies' Association and Headmasters' Conference

The other factor which we consider important is the parents' desire for boarding education. No boarding school can function without the goodwill and co-operation of its parents: and we would maintain that even in cases of "need" parental consent and co-operation is essential. A boarding school like any other school must consist mainly of normal boys from normal homes; and if the range of recruitment of Headmasters' Conference schools is to be extended, this normality would be endangered if the extension were solely to cases of need, however defined.

Governing Body of a Voluntary Aided Boarding School

The Board is very much aware of the widespread wish among parents who value education that a period of residential education should form a part of a child's schooldays, and that this view, influenced though it may be by merely social considerations or ambitions, often springs directly and principally from a genuine concern for the child's welfare.

The Incorporated Association of Preparatory Schools

An additional factor which persuades parents that their children will benefit by being away from home is the intense pressure of modern life which sometimes makes it hard for parents to give the care and attention to their children which they want to give. Such a "need" could not easily be measured objectively, but its existence is real enough.

Friends' Education Council

We wish these schools to continue as independent and denominational in order that the children of those Quaker and non-Quaker parents who desire it may spend at least some of their school years in a community which seeks to give expression to the religious and social beliefs of the Society of Friends.

Association of Head Mistresses

The desire of parents not only for education according to the tenets of a particular religious denomination but also for Christian education in its widest sense. This is expressed, in terms still acceptable to many people, in the Yearly Meeting Epistle of the Society of Friends for 1695—

“This Meeting do desire that, where Friends can, they would get such schools and schoolmasters for their children, as may bring them up in the fear of the Lord and love of His truth, so that they may not only learn to be scholars, but Christians also”.

There are only children, and lonely children, who would benefit very much from the companionship experienced in residential schools. For the children of the rich, this experience can be most effective in helping them to find right values. Children lacking in self-reliance or initiative often develop rapidly when they are away from home in a residential community, and others are impeded at home by distractions of various kinds.

In homes where both parents are working, the situation may bear too heavily on children, for some of whom boarding school can sometimes afford real relief. In Russia and Israel, provision is made to enable mothers to go to work while children are cared for elsewhere than at home. If we in this country seriously intend to urge more mothers to take posts in industry, commerce and the professions, more boarding school provision will become essential.

Governing Body of an Oxford College

When the child shows a clearly marked aptitude for some branch of the arts or science which is not taught or not taught to an advanced level in schools within reach of home.

National Federation of Professional Workers

For instance some of them (public schools) could be used directly under the Department of Education and Science as boarding schools for orphaned children or for children who have a strong claim for a boarding education (i.e. children of parents who work abroad or who move about the country—for example, children of diplomats and canal boatmen; children from broken homes and children who live in remote rural areas and whose parents agree to them having a boarding education).

Scottish Trades Union Congress

. . . in the Highlands, hostel accommodation is required for young people who may be studying many miles away from their homes.

A member of the Scottish Council for the Training of Teachers

Geographical remoteness in this country as well as abroad.

There might well be a useful part for the Scottish public schools to play.

Governors of a Public School

We would add that in the north of England in particular there are in our experience many areas that are culturally impoverished; education at a boarding school for many of these children would permanently enrich their lives.

Assistant Masters' Association

... it is also felt that there is need for provision of boarding places for children from abroad. The continent and the U.S.A. are in advance of this country in this respect though Atlantic College and the international class at Dover College were noted.

*Home Office**(a) The extent to which education at boarding school might help to meet the needs of children in care*

The majority of children in care for periods of more than six months¹ who are not boarded out² are accommodated in children's homes and attend local day schools. There are very few orphans and it is often possible for relatives to bring them up with financial help from local authorities. A small number of children in care would probably benefit from boarding school if suitable places could be found, but most of them are in need of not only education (in the sense in which that term is generally used and understood) but also specifically therapeutic forms of social education given with the kind of family care and understanding that has so often been lacking in their lives; many are also in need of psychiatric oversight. These needs are unlikely to be met in establishments which are primarily concerned with education suitable for children whose needs are within the limits of normality. Moreover, the majority of children in care come from the lower socio-economic groups with close neighbourhood ties and no traditions of boarding school education.

2. There is also a need for close links between the local community and children in care. To the extent that time spent in boarding schools is often divorced or sheltered from the more customary struggles and problems of the deprived or damaged child's family and social environment, these links are difficult to forge.

3. There are about 8,400 boys and girls in 123 approved schools in England and Wales. Under the Government's proposals set out in the White Paper "The Child, The Family and The Young Offender" boys and girls who are now committed to approved schools would be placed in the care of the local authority, and approved schools as such would cease to exist. (It is not at present possible to say when this change, which would require legislation, is likely to come about). The majority of boys and girls in approved schools would continue to require residential treatment of a socially and personally therapeutic character, but since their needs are primarily social and emotional rather than educational (in the ordinary sense of the word) this would

¹ Over half of the children who come into care do so because of temporary domestic difficulties such as the confinement of the mother or a short illness of one of the parents; most of these children return home as soon as the difficulties are over, often within a few weeks of their reception.

² Of the 67,099 children in the care of local authorities in England and Wales on 31st March 1965, 31,804 were boarded out.

probably be provided in children's homes (with, in some cases, education provided in the home) rather than in boarding schools.

4. A number of children in the care of local authorities or in the care of managers of approved schools already attend boarding schools. They do, however, create a major difficulty in that they may be admitted to the school at any time and their stay is not geared to the school year or course. In the case of children in care there is a specific duty to return them to their parents as soon as possible; in the case of an approved school order the period during which the boy or girl can be required to stay at the school is limited by statute, and it is not always possible to arrange for the child to stay voluntarily for a further period to complete a course of study.

(b) *The features which would be desirable in a school which took such children, e.g. of organisation, discipline, staffing; and whether there should be a limit to the proportion of these children in any one school*

5. Where the child was in care because he had committed an offence or because of an unsatisfactory home background the school would have to be staffed and organised to deal with the social and emotional problem as well as normal education. This would usually mean that a member of the staff with full-time responsibility for the boy, e.g. the housemaster, would have to be qualified and experienced in child care and psychiatric oversight would have to be available. There would also need to be more feminine influence than is usually available in boys' boarding schools, and the schools would have to cope with the problem of absconding by children who run away from difficulties. These problems would not apply to the same extent where the child was in care through no fault of his own or of his parents (e.g. the death or long-term illness of one or both parents). In all cases the school would probably have to accommodate the child throughout the year, with, in some cases, only short breaks. Even when the parents were willing and able to receive the child back for the full period of vacation it might not always be desirable in the child's interests to allow him to return home for such long periods and local authorities would find (as they do now) acute difficulty in making suitable alternative arrangements for children on holiday from boarding school. It is desirable that children in care should be educated as far as possible with other children and it is, therefore, preferable that children in care should be in a minority in a school. On the other hand, their particular child care needs may require that a school should cater exclusively or primarily for such children. (Existing approved schools cater exclusively for children committed to approved schools by the courts and the majority of children accommodated in residential establishments which replace approved schools are likely to be in the care of local authorities). An important point to bear in mind is that the vast majority of children in long-term care or in existing approved schools are of average or below average intelligence (in many cases very much below average) and the majority are also retarded educationally. The measure of this is that any boy who has been in a grammar or technical school or has done at all well academically at a secondary modern school is rated, within the approved school system, as "highly" intelligent and allocated to one of three schools (according to age) catering specifically for such boys. Remedial education would need to be available in a school which took children in care even where those children were of above average intelligence.

(c) *Characteristics of existing public schools and preparatory schools which may be considered to make them unsuitable for this purpose*

In addition to points mentioned under (a) and (b), i.e. the problem of placing children elsewhere during periods of vacation and the need for staff with qualifications and experience in child care, it would be undesirable for children with a disturbed background (the majority of those in care for more than six months) to have any disciplinary responsibility towards other boys or for themselves to be subject to discipline by other boys. The education in existing public and preparatory schools is geared to a higher cultural pattern than the vast majority of children in care enjoy. Because of the cultural, behaviour and speech divide which children in care would face on admission to a boarding school, many of them would reject the middle-class values offered to them, out of loyalty to their own values. A primary object, where practicable, of the treatment of children in care is to restore them quickly to family life, and institutions are therefore selected as near to the family home as possible. An educational system, which, in the view of some sociologists, has hitherto led to an independence of or estrangement from a close-knit family life, seems likely to need substantial re-orientation before it would be suitable for children in care. Moreover, if restoration to family life is impracticable, it is arguable that the cure—to achieve independence and self-reliance—requires a less rigorous approach in the case of deprived or damaged children than the normal regime of most public schools.

(d) *The financial implications of this kind of provision, compared with the present costs of providing for children in care*

In 1964/65 the average cost per child per week of all children in care was £5 13s. 4d., and of those in local authority homes and hostels £11 0s. 10d. and £10 0s. 9d. Neither of these figures includes the cost of education provided by the local education authority, where appropriate. The estimated average net weekly cost per head of maintaining boys and girls in approved schools (taking into account capital expenditure on existing and new approved schools) was £16 13s. 5d. in 1964/65 and £18 13s. 1d. in 1965/66. If a boy or girl in the care of a local authority were sent to a boarding school, the authority would presumably have to pay a fee, would have to pay the additional cost of accommodation during the vacations, either at the school or elsewhere, and would have to provide clothes and cover incidental expenses (e.g. travelling, school journeys, pocket money). It seems unlikely that the total cost would exceed the cost of accommodating boys and girls in approved schools: in all probability, total costs would be much the same.

(iii) *If so, what are its advantages and do they apply particularly at certain ages?*

Association of Assistant Mistresses

It is believed that the main advantages of boarding education include: the opportunity for community life, which encourages a corporate spirit and consideration for others, and acts as a preparation for life in the adult community. It can foster independence, self-reliance and adaptability; it provides conditions conducive to serious study and academic attainment; it gives the benefits of a stable and ordered life with regular supervision and often has facilities for wider extra-curricular activities.

These advantages are thought to be greater for pupils over thirteen years of age.

Headmasters' Association

The adolescent's need for group-identification can be satisfied inside a boarding community, and he may develop loyalty to institutions which he carries on in later life.

A member of the Scottish Council for the Training of Teachers

Staff and pupils get to know one another very well and boys have the stimulus of constant contact with good adult minds and the example before them of generous service and expenditure of time and effort by the staff both in and out of school.

Association of Head Mistresses

Training in community life. In any boarding school, children have to learn to get on with all sorts of people, congenial or otherwise, they must sacrifice their personal tastes and wishes for the general good, they have to take responsibility for themselves and others, to learn self-reliance, and to adjust themselves to conditions quite different from those at home, without the daily guidance and encouragement of parents. Further, these schools are residential and permanent communities, whose members live intensively within the sphere of school life. The influence of the boarding school can therefore be more concentrated, and potentially deeper than that of the day school. While this is particularly evident where there is a religious tradition expressed in the life of the school, it is also operative in a number of other ways, partly because there is more continuous and possibly more informal contact between staff and pupils.

Because children are living in a planned routine, they are safeguarded from some of the distractions which create tension and stress for teenagers at home—non-stop TV for example, also the competitive rush to beat the local record in dating, parties and money-spending sprees. Parents are sometimes extraordinarily inconsiderate of their children's needs, and we know of teenagers who are not allowed home at night till 11.0 p.m. when local Bingo sessions come to an end. Many children have great difficulty in struggling with reading assignments and homework in flats and bungalows with only one heated room where other members of the family want TV and so on. Others have no tradition of academic work in the family to back them up and the routine of boarding school undoubtedly helps them to apply themselves to gain the self-discipline required. Further, extra-curricular activities can be pursued in the evenings and weekends, and therefore children have more time to develop their interests under the stimulus of the school's programme, without the strain of undertaking long daily journeys by public transport and this can often be most unreliable. In addition, there is the very considerable advantage of regular hours of sleep and a carefully planned diet. In boarding schools, too, there is gain for everybody in that all have to pull together and share in the daily routines of communal living.

The fact that some children in any one boarding school may come from many parts of the United Kingdom, and others from all over the world, widens everybody's horizon, and makes for a great variety of interests and ideas.

It is possible that the value of boarding school life may be greater for some age groups than others, though it is difficult to generalise, since children themselves, as well as school organisations, vary. For some the main benefits may very likely be most keenly appreciated between the ages of 11 and 14, and at 16 some may benefit from continuing their education at home. Even so, we are of the opinion that residential provision for some sixth formers will continue to be needed.

Harpur Trust

There are advantages during adolescence when many children are difficult to deal with and the more impersonal friction of boarding school may be less emotionally wearing to all concerned than friction with parents.

Headmaster of a Headmasters' Conference School

Religiously: it gives a child a more positive chance of developing habits and a faith; and, at worst, gives him a more rational chance of knowing where he stands. He at least knows what he is rejecting—of which the vast majority of his contemporaries and elders are blissfully unaware.

Church of England Board of Education

A Christian boarding school may also be a place where one can learn something of the characteristics of a Christian community which it may not be so easy to learn in the mixed life of home and day school.

Although boarding education may for a few children in special circumstances be justified before the age of 11, we believe that the balance of opinion over the country as a whole favours children remaining in a home before the age of 10 or 11.

Association of Child Care Officers

In our view the age of entrance to boarding school should be related mainly to family circumstances and the emotional development of the child. Young children are far less likely to profit from boarding school experience and this should preferably not begin before the age of 11 unless there are overriding circumstances.

Association of Children's Officers

It is not possible to state categorically the ages at which children are most likely to benefit from boarding education, but generally speaking it is not considered to be suitable for very young children and is most likely to be beneficial to those of secondary school age.

Joint Working Party of the Governing Bodies' Association and Headmasters' Conference

One has only to see how some day boys, when they become boarders, improve in confidence and general bearing, and indeed in their work, to realise what boarding education can do in the way of character training. But we would emphasise that the best and happiest boarding school pupils come from homes where family affection runs strongly and that the idea that parents send their children to boarding school to be rid of them is a myth; the few who do present us with most of our problem children.

National Association of Divisional Executives for Education

The chance to get away from the traditional limitations of home, if only for a short period, and to live in a world of young people rather than as a young person in a world of adults, has much to commend it. For some young people it might, curiously enough, provide the first opportunity for contemplative solitude, as well as for social intermixing.

(iv) What disadvantages are attached to boarding education?*Association of Children's Officers*

In the opinion of the Association children whose homes are unstable and insecure, as a result of illness, marital disharmony or other reasons, suffer very great anxiety when they are away from home. Every effort should be made to support these children in their own homes. If removal from home is essential they should be placed as near to their home as possible but if the choice lies between placement in a Children's Home or placement in a boarding school, some of these children may find it easier to accept a boarding school from which, in common with the other pupils, they may be able to return home for holiday periods.

County Councils Association

Separation of the child from his home and parents may disrupt family life, reduce parental influence, and possibly cause psychological damage. Separation from the home neighbourhood lessens the opportunity to make friends in the home area.

Geographical separation makes ready contact between home and school more difficult.

The boarding community is often artificial and confined.

Through divorce from the outside world, the community is sheltered from its realities.

Discipline is sometimes too restrictive.

The community may be anti-individual; if companions are not congenial, normal social and educational growth may be warped.

If we accept the family as the basis of our social organisation and spend money and manpower and sociological expertise to maintain families at risk, because we are convinced that the support the family can give to a growing child is invaluable, then we must look critically at the deprivation of family life which boarding entails.

It is hard to generalise, because children react so variously to situations, but we should avoid an anachronism in considering boarding education, i.e. we should continually ask ourselves whether a system set up to produce a particular kind of person or to do a particular task in a particular period of history, can produce a person with different qualities to meet different demands today.

Boarding schools grew up to produce leaders from a small section of the population. It is more consonant with current views to hold that leaders should emerge from the population as a whole. Moreover, authorities must ask themselves whether segregation away from family and community and in institutions which will necessarily be narrow in intellectual and social range is not likely to produce a consciousness of superiority which has little

to do with functions of local education authorities as set out in Section 7 of the 1944 Act.

London Boroughs Association

Many schools are apart from any centre of culture. They must necessarily become somewhat ingrown, and to be in a school environment 24 hours a day is increasingly at odds with the outward looking education we are committed to. Moreover, there can be a possessiveness about a unit which has pupils for 24 hours a day.

Headmasters' Association

Inside the school there is often lack of privacy, and sometimes it is difficult for a boy to have a long uninterrupted period in which to work.

Association of Governing Bodies of Girls' Public Schools

Too continuous living in an adolescent group; separation from parents and perhaps from brothers and sisters; the fact that a child may find herself without friends when at home in the holidays. Furthermore, inevitably there is a certain artificiality about the boarding school society, and the climate could be too secure for a girl.

British Medical Association and Medical Officers of Schools Association

The disadvantage of boarding school life would be felt particularly by very sensitive children who would never adjust to a community society; the number involved might be as high as 5 per cent—10 per cent. In addition, there are certain medical conditions (e.g. diabetes, haemophilia, major epilepsy not readily controllable, some congenital abnormalities, certain dermatological conditions) which would make community living difficult if not impossible; but, on the whole, most children benefit to a certain degree from community life. For those children who suffer from severe home sickness, and who do not adjust to boarding school life, some other form of education should be found. The separation of the sexes is often quoted as a disadvantage but it is not certain whether this is as serious an argument for boys as it is made out to be.

One disadvantage for girls is that the system of boarding education for girls is based on that for boys and consequently is not always suitable. Again, the sensitive child would find it difficult to adjust and it might be more difficult for all girls after the age of 15 years.

Workers' Educational Association

We believe that there are real disadvantages in boarding education for the very young. All children, of whatever age, need to feel that the home and family are near enough at hand to come back to readily as secure anchorage, and this feeling is at its strongest in the very young. At too early an age, below the age of 13 generally, the atmosphere of boarding school can be oppressive, and the importance of maintaining the security of the daily link with the home is all the greater.

Church of England Board of Education

Children can benefit very greatly from association with their parents and other adults, e.g. what used to be called "breakfast table education". This can be

lost if they go to boarding school, especially if, as can happen, a strangeness grows up between children and parents. For some children living closely with one's parents at first and then learning how to grow out of the need for parental control, while living with them, may be the best course.

- (v) **Is whole time, or weekly, or some other boarding arrangement to be preferred (if home conditions make a choice possible)?**

Association of Chief Education Officers

It is difficult to be categorical on the relative merits of whole time or weekly boarding as so much depends upon the nature of the individual child concerned. Part-time, i.e. weekday boarding may be appropriate for the first year or two of the course, but as boys and girls grow, much of the value of boarding education will be lost if the pupils are not able to take part in many of the communal activities arranged at school at weekends, and have opportunity for the development of personal interests which this free time offers.

Independent Schools Association Incorporated

On the whole, boarding education would be at its most beneficial if it were based on a whole-time principle with regular occasional weekend visits by parents to the school or pupils back home.

Association of Head Mistresses

In considering these problems, we gave much thought to the question whether the same school can as a general rule be expected to offer both whole time and weekly boarding places, since it can be difficult to maintain the right atmosphere for full time boarders if there are also in the same establishment girls who can go home at weekends. Weekly boarders enjoy greatly enhanced freedom, at weekends, possibly with the result that homework assignments are not done, possibly also with the result that they return to school on Monday mornings either elated or fatigued or both with their home recreations. It is obvious that the most important consideration is the children's own welfare, and for some, weekly boarding probably is the answer. We therefore thought that there is now room for some experiment with schools which should provide weekly boarding only. Such schools might also specialise in offering boarding facilities for groups, or forms, or individuals needing short term boarding.

London Boroughs Association

At post-adolescent stage, and especially for short term experience, full-time boarding is essential. It is then in the nature of a self-contained course.

Association of Headmistresses of Preparatory Schools

Whole-time boarding would seem preferable, particularly at the preparatory stage, since it involves minimum disturbance. Weekly boarding is usually unsatisfactory. It seems to be rather like trying to have the best of two worlds and would involve continual adjustment for staff and pupils. Much of the social training and social life of a boarding school takes place at weekends.

Association of Assistant Mistresses

Whole-time boarding is less disruptive and less exhausting for pupils, but weekly boarding may be suitable for children living reasonably near their schools, or for handicapped children attending boarding schools from need rather than choice. Weekly boarding can help to counterbalance the hermetic atmosphere of the boarding school, and may avoid some of the problems of domestic staffing and weekend supervision.

Joint Working Party of the Governing Bodies' Association and Headmasters' Conference

The traditional, long-term boarding pattern was the product of the railway age. The advent of the motor car has already brought changes. Public schools tend to be more local than they were (parents like to be within an easy day's return car journey) and the long week-end break is becoming commoner. But we believe that if boarding is to be extended further, a still greater variation of pattern will be necessary, and would again refer to Dr. Lambert's researches, and in particular to his finding that many parents would like to have the opportunity of weekly boarding for their children—though this is a point about which there is, as yet, no general consensus.

(b) Other Educational Needs*County Councils Association*

Day places at public schools might best meet national needs in the following circumstances:—

When the education provided is more suited to the individual needs of particular pupils.

When an expanding population creates a need for more day places which outstrips the provision of maintained schools.

On the supposition that there is a national comprehensive system, public schools should draw from the maintained primary schools as wide a range of ability as possible.

As to the provision or not of boarding and day places in the same school, there appears to be a case for seeking to make the system as flexible as possible by having boarding and day facilities together, wherever conditions permit. This dual provision might serve to establish a closer contact between the school and its local community, and would also enable the individual pupil to transfer readily from day to boarding education, or *vice versa*, if circumstances made it desirable. The proportion of day pupils or boarders, however, should be large enough to "count" in the school as a whole—too small a group of day pupils in a predominantly boarding school can easily come to be regarded as a thorn in the flesh, and boarding provision attached to a day school on too small a scale often amounts to the provision of lodgings rather than boarding education.

Association of Head Mistresses

Some public schools are mainly or entirely day schools and local authorities supplement their maintained provision by using places in them. These places are often sought by parents who desire a school with a background of a particular denomination.

Moreover many head mistresses of boarding schools would be glad to admit a proportion of day girls, and there is distinct advantage to be gained from the association of day and boarding pupils, in friendships made and in the association with local families in the vicinity of the boarding schools. On the other hand, certain difficulties must not be overlooked. If a boarding school has beds for a certain number of pupils, classroom, dining room and cloak-room space is normally available for the same number. Thus if some day girls were admitted, some dormitory accommodation would be unused, and this would upset the financial calculations upon which budgeting must be done. This difficulty could be overcome if public money were available for the construction of additional accommodation, including dining facilities.

All agree that there is genuine need for boarding houses to be attached to day schools, but that the financing and managing of small units (say 60 boarders) present almost insuperable problems, for example the cost in rates and maintenance, staffing, cooking and cleaning. It is regrettable that these difficulties are leading day schools to run down their boarding houses and discouraging Governors from starting them up again, as it constantly happens that day girls would frequently benefit from short periods as boarders.

Short periods of boarding are sometimes needed because of family emergencies, such as sudden serious illness. Secondly, residential courses in vacations or even during term time can be of lasting value, even if they last two or three weeks or a month. Thirdly, a full year in a boarding school might be regarded as an experience of fundamental value for the large majority of day school children.

Joint Working Party of the Governing Bodies' Association and Headmasters' Conference

Some day schools with boarding places might be able to offer boarding for the last year or two of a boy's career, perhaps at the sixth-form stage with appropriate privileges.

Independent Schools Association Incorporated

Possibly in London and other large cities an additional number of day places could be advantageously taken up.

Governors of a Headmasters' Conference School

Our experience is relevant. In a school of 260 (over age 13) more than 50 are day boys. These are divided among the six boarding houses and share fully in the life of the boarders. It is a long day for them, starting at 8.30 a.m. and ending at 9 p.m. including lessons, games, extra-curricular activities, lunch and high tea, evening Prayers, everything in fact except bed and breakfast.

Harpur Trust

Mixed Day and Boarding Schools

The Harpur Trust can offer the experience of four schools, two independent with a ratio of boarders (over 11 years) of one in two boys and one in four girls, and two direct grant schools with a ratio of one in nine for boys and one in twenty for girls. A small boarding side in a large day school may be useful for school organisation, but it has not proved ideal for the pupils especially if the weekend begins on Friday afternoon. We see no reason to

keep day and boarding provision separate; while there are problems of organisation the Heads have faced up to them and solved them. A mixture is good as boarders are kept in closer touch with normal family life. Bedford School has almost unique experience here, as in the Upper School day boys and boarders are equally divided, and there is no doubt that each benefits from the other; boarders have easy contact with day boys' homes, day boys work alongside boys coming from all parts of the United Kingdom and the world. The tradition of school houses for all competitive activities consisting of half day boys, half boarders, is of the greatest value and eliminates stupid rivalries.

British Medical Association and Medical Officers of Schools Association

The Committee expressed itself in favour of an increase in the number of boarding places; an increase of boarding school places attached to day schools. It was felt that on the whole, boarding school education exercised a braking effect on the adolescent period and it was considered that it might be a medical advantage for many children that, within this community life, there was slower adolescent change which enabled the children to ride the change very much better.

Association of Headmistresses of Preparatory Schools

The national need is for more boarding places. The public and preparatory schools have much to offer the community, years of experience in this kind of schooling, a good standard of parent-teacher relationship, and a tradition of care for the individual. The prospect of the public and preparatory schools being integrated with the State system remains remote whilst the two worlds remain as separate and ignorant of each other. More day places in boarding schools and boarding places in day schools could hasten this process of integration. Parents would have more choice, as was envisaged in the 1944 Act.

Association of Chief Education Officers

The Association consider that the Commission could obtain authoritative opinions on this section of their questionnaire by enquiring from direct grant schools, whether on the public school list or not. In many of these schools, day places are used to meet local needs; there is a balance between day and boarding places and the mixing of day and boarding pupils seem to present few problems. Public schools situated in many areas could be integrated with the local situation by the acceptance of day pupils from the vicinity. Many do this already but numbers are generally small. In any event the number of day scholars attending a boarding school or the number of boarding pupils forming part of a school which is predominantly a day school should be sufficiently large to give the pupils concerned some feeling of community of interest.

Association of Education Committees

We turn now to the position of independent day schools. In general we see substantial difficulty in local education authorities using the facilities of independent day schools which are selective when the local education authority is operating a comprehensive system of education. We recognise, however, that in particular cases specialist problems in education, especially at

sixth form level, may be facilitated in the case of an individual local education authority by arrangements made with an independent day school in the area in which such specialist arrangements on that level are available and are not readily available at maintained schools within that area. We think the extent of this would necessarily be limited. It may well be, for example, that a sixth form student in a maintained school seeking to take sixth form Russian or Chinese, or some other specialised course, might use the facilities of an independent school for such purposes if the school were prepared to co-operate on that basis. We think the making of such arrangements should be left to the individual local education authority in relation to particular schools, as they thought appropriate and desirable.

Headmasters' Association

Day places can, by their very nature, satisfy only local needs. Where there is need for day places, some might be taken at public schools, but only if the school already contained a reasonable number of day boys. It would not be satisfactory from anyone's point of view to send a handful of day boys to an otherwise wholly boarding school.

Perhaps the greatest problem here, as elsewhere, is to decide on a system of selection. If public schools are to co-operate with the State system, they must not be thought—and they would not wish—to “cream off” the best candidates from local schools.

A Member of the Scottish Council for the Training of Teachers

It is a characteristic and a strength of independent schools that they differ greatly among themselves and what is applicable to one may not be so to another. Westminster School runs a successful day boy house. The Edinburgh Academy, primarily a day school, has boarding houses that are more than merely hostels. Generally speaking, however, boarding and day provision should be kept separate as they make different demands. If day boys are to take part in the full life of the boarding school as they should, they must spend too little time at home to be true day boys and to permit their parents to play that part in their education that they have elected to play. Nor can one easily impose upon them the order and discipline necessary for the boarders, to the consequent dissatisfaction of the latter. Similarly it is difficult for boarding houses at day schools to be other than places where boys reside during term time. There is also the danger that the boarders, being on the spot, will tend to dominate in school societies, games, etc.

National Association of Divisional Executives for Education

We can see no special virtue in the complete separation of boarding schools from day schools. On the contrary we would advocate the provision of a residential wing at the large new comprehensive schools, as offering opportunities for experience and meeting social difficulties.

National Union of Students

In theory the idea of having day and boarding pupils mix together is very attractive. However, it is obvious that to be successful some effort is required. Schools having both boarding and day pupils should try to achieve the maximum degree of contact between the two by encouraging them to work

together in extra-curricular weekend and evening activities. We think there should also be the maximum amount of contact possible between the 'homes' of the two—in the one case the dormitory and common room and in the other, the parents' home.

2. CO-EDUCATION

Friends' Education Council

The Friends' schools have a considerable experience in the matter of co-educational boarding which might be of assistance to the Commission. Co-education is much more than co-instruction. There is an increasing need for schools to help adolescents to cope with the stresses which face them in present-day society; the co-educational boarding school has a major part to play in this. It is a more natural community, and boys and girls can make complementary contributions to a wide variety of activities of which drama and music are only two of the more obvious. A mixed staff is an advantage to the life of the community. The presence of the opposite sex can be a distracting influence, but to learn to live with this is an important part of education for life and an ample repayment for the extra calls on the wisdom and patience of the staff. Nevertheless the three single sex Friends' schools are highly valued by many parents; the fact that there is variety within our group of schools is an advantage, the provision of choice being of prime importance.

The Headmaster and Chairman of the Governors of an Independent School

In the context of the work which the school is doing, co-education is an essential element because it keeps together children from a family which, by definition, is already broken; brothers and sisters whose parents are dead or whose home is several thousand miles away have each other for mutual support. We have sometimes found, too, that the entry of a brother or sister to the school steadies the child who is already there. Moreover, co-education implies a mixed staff and this is perhaps its most valuable aspect. The boy who lacks a mother or the girl a father can find some compensation in the friendship and guidance which the staff can provide.

* * *

The conversion of the school to co-education did not in practice present as many problems as we had at one time feared.

* * *

Co-education has not added to the moral problems that confront a boarding school. Indeed it has solved some; other problems we have welcomed as we feel that it is better that a senior child should face them at school, when he has the opportunity of the guidance we are able to give, than later, say at the University, when personal pastoral care may be resisted or not be available. Among the problems co-education has solved is homosexuality. Over the space of fifteen years we can say with a high measure of confidence that this has not existed. Neither are we troubled by the "*grande passion*" of a younger girl for an older one or for a junior mistress. Shortly after the introduction of

co-education there was a pregnancy arising from intercourse between a boy and girl in the school, and none since. There have been only two or three cases of suspected intimacy. That we have been fortunate in this respect is due in part to the dedication of the staff to which we have referred above, who by their absorption in the lives of the children in their house or under their especial care are able to guide the young people with sympathy and understanding.

Steiner Schools Fellowship

In our view the single sex school has no advantages: we consider it unhealthy and unnatural. We find great advantages in the mixture: boys and girls can help each other's development, it is good to see the easy comradeship which develops between the boys and girls as they grow towards the top of school.

Governors of a Voluntary Aided Boarding School

. . . (The founder) wished (the school) to be based on the pattern of family life, where boys and girls could grow up and work together in an atmosphere of mutual respect. He was inspired, in his own words, by "the unquenchable conviction that co-education is . . . the one and only true method of education".

Co-education (is) viewed as a positively desirable feature in the secondary education of boys and girls and able to help them through adolescence to a stable and happy maturity.

Socialist Educational Association

The unnatural monastic atmosphere of a single sex boarding school is irrelevant to normal life. The attempts by some schools to counterbalance these disadvantages, by encouraging their pupils to make forays into local society, merely highlight the unnatural atmosphere of the schools.

Governing Body of an Oxford Women's College

On the whole co-education appears to have great advantages, both social and educational. The latter aspect is particularly important for girls as the general shortage of mathematics and science teachers is most acute in girls' schools. If the number of girls graduating in these subjects is to be increased, they must get interested even before the sixth form through good teaching and competition with boys.

British Medical Association and Medical Officers of Schools Association

The much-quoted increased risk of homosexuality in single sex boarding schools is, in our opinion, exaggerated. We feel that there may be many advantages in co-educational boarding schools, particularly for a family unit. The possible risks of heterosexual activity in such schools are thought to be no greater than in any other school life. The importance of adequate sex education, within the whole field of health education, is emphasised and it is considered preferable that this should be undertaken by doctors.

National Association of Divisional Executives for Education

Many existing co-educational boarding schools have been regarded as experimental and in some cases associated with "advanced" or "eccentric"

theories of education. Some of these schools have made a notable contribution to educational practice. While this aspect of educational pioneering ought to be retained and expanded, boarding school facilities for boys and girls on a co-educational basis should be regarded as part of normal educational provision.

A Firm of Stockbrokers

(Co-education) should be encouraged, in the holidays.

Incorporated Association of Preparatory Schools

The willingness of some schools to become co-educational is indicated by the fact that 11.8 per cent of survey schools with boarding provision are prepared to accept girl boarders now.

Workers' Educational Association

By and large we favour the progressive development of co-education within the secondary day and boarding schools. We value the freer and more natural relationships and the more sensible understanding of each other that this kind of education affords to boys and girls.

Joint Working Party of the Governing Bodies' Association and Headmasters' Conference

We would put the arguments briefly by saying that, on the one hand, the sexes have got to live together and the sooner they learn to do so the better; and, on the other, that boys and girls mature at different rates and in different ways (most teenage girls are ahead of most teenage boys) and there is something to be said for dealing separately with their different problems. There are, too, ways and means of breaking down the older, extreme isolation of the single sex school; and there are always (this is often forgotten) the holidays. But we are well aware (in these days of pop and teenage cults) that the problems are complex.

Association of Municipal Corporations

Every reply recognised that a pattern of total segregation held serious dangers. However, although the majority for this reason favoured co-education as a principle, a substantial minority would prefer education in single sex schools. One contribution concluded from knowledge of American college campus life that co-education did not necessarily lead to wholly healthy understanding.

Headmasters' Association

We feel that there should be more co-educational boarding schools, but we do *not* believe that all schools should be co-educational.

National Advisory Committee on Education of the National Union of Conservative and Unionist Associations

In view of the current interest in co-educational sixth form colleges, the admission of both sexes into former single sex colleges of education, and Home Office consideration of the possibility of co-educational approved schools, we believe that co-educational boarding facilities should be extended,

though not perhaps at the expense of existing single sex provision, as we do not wish to see the principle of parental preference weakened.

Church of England Board of Education

Difficulties arising from the rate or age at which either sex matures may be exaggerated . . . there is a danger that the needs of the boys are preferred to those of the girls. With weekly boarding the reasons for co-education are perhaps less strong.

Inner London Education Authority

Parental opinion in Inner London is very divided on the question of single sex or co-educational schools. While maintained day schools of both kinds exist it is suggested that there should be a similar variety in boarding establishments. If boarding houses attached to day schools were regarded as one of the best ways of providing boarding education the trend would follow whatever is happening in the day school field in any particular area.

Association of Head Mistresses

We hope that the experiments initiated in some of the Friends' schools and elsewhere will be encouraged, but on the whole, we doubt the wisdom of launching big new developments in co-educational boarding schools at the moment, since the opinions of parents and teachers differ so much, experience is limited, and new schemes would prove very costly.

Women's National Advisory Committee of the National Union of Conservative and Unionist Associations

. . . since we greatly value the contribution which women make to education, we should deplore the diminution of their influence which would inevitably result if co-education were increased and fewer women appointed to Headships and other posts of responsibility.

Governing Body of a Headmasters' Conference School

We have no experience of mixed boarding schools. Since the problems, development, maturity and needs of boys and girls differ considerably, we should prefer two separate institutions sufficiently close to share naturally and regularly in many out-of-school activities, e.g. music, drama, tennis and other such things. Our nearest girls' school is 16 miles away, and that is too far for anything but occasional meetings.

Association of Governing Bodies of Girls' Public Schools

It is perhaps worth mentioning that many parents approve—even enthusiastically—of co-education in principle, but prefer to send their children to single sex schools.

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From the point of view of girls' education single sex boarding schools seem generally desirable. In adolescence boys are physically stronger than girls and may do better at this stage in school work. Girls therefore tend to compare themselves unfavourably with boys and to do less well and to be less ambitious in consequence.

A Member of the Scottish Council for the Training of Teachers

It is not unnatural for the young stags and hinds to herd together separately at a certain period of their lives and there is a great advantage in having boys and girls for a large part of the year free from too many distractions and the risk of too early emotional entanglements, able to devote themselves to the busy routine of school life and to the serious business of their studies.

Headmaster of a Headmasters' Conference School

Unless the sexes in a boarding school are so separated as to be virtually in two schools, the extra-mural excitements will interfere with the academic concentration of a large number of pupils.

3. DIVISIVE INFLUENCES

(a) **In what ways and to what extent do public schools exert a socially divisive influence:**

(i) **At school age?**

Joint Working Party of the Governing Bodies' Association and Headmasters' Conference

... we hardly think that we can reasonably be supposed to be the cause of the class system as it exists in this country: that system is a result of the complexities of history and the distribution of wealth, and we are ourselves a product of it. Nor can any complex society exist without some form of social grouping. What is presumably meant by the charge against us is that some features of the social groupings in this country are undesirable and that we make them worse. We are at least entitled to ask how we do this. Our own experience is that children's social attitudes are basically determined by their home backgrounds, and that education, though it may have some effect, works on already processed material.

* * *

Some parents may indeed have social aspirations when they send their children to public schools, but in general we believe that the schools successfully challenge the pretensions of such parents.

County Councils Association

... the divisive influence of the public schools derives from some accepted canons of our society, and many of the present fee-paying parents, if the public schools were closed to them, would contrive other divisive arrangements.

National Union of Teachers

The public school system except for a few tenuous, contrived links, is divided completely from the State education system.

This divided education system reflects the division in British society itself. As long as the strong class system remains it is certain that a class-based school,

such as the public school, will tend to remain, to reflect and to seek to perpetuate it. The public school of the mid-nineteenth century reflected the characteristics of the aristocracy: since then the influence of the thrusting upper middle class can be seen: tomorrow it could well be that, if unchanged, or changed in the wrong way, the public schools will reflect the rising influence of the meritocracy.

The Girls' Public Day School Trust

The structure of the teaching profession in the girls' sector of education is such as to unify—not divide—the schools. There is only one Association of Head Mistresses—nothing to correspond with the Headmasters' Conference—and staff move freely between all types of school—maintained, aided, comprehensive, direct grant, independent.

* * *

It is a commonplace that youth culture cuts across social and educational barriers.

National Joint Committee of Working Women's Organisations

There is the emphasis on training for leadership which creates an attitude of superiority in the minds of pupils.

The Free Church Federal Council

Public schools inevitably exert a divisive influence to the extent that the scholars will be conscious and perhaps proud of their community, its history, traditions and ideals. But this kind of divisiveness is true of any institution or association and is not necessarily to be regarded as harmful.

Women's Liberal Federation

Although the social range in many public schools is considerably wider than is generally recognised, the presence of manual workers' children is rare and the atmosphere is predominantly middle and upper middle class. At this age children begin to notice social differences more acutely and there is often an atmosphere of hostility between boys at a public school and other boys in the town. This divisive effect is reinforced by the attitude of parents who are proud of having managed to send their son to a public school, and may tend to cut off a boy from previous local friendships. He may not think himself "superior" but contemporary non-public school boys will expect him to be, so the divisive effect will be felt in any case. This applies less to girls in our opinion.

The Governing Body of a Headmasters' Conference School

We do not believe that the public schools do exert a socially divisive influence. This comment we feel is particularly untrue of the smaller and less well-known schools. Anyway, at (this school) any possible divisive influence is countered by the presence of day boys and Old Boys in the town. Our association with the local community (population 3,000) is very close.

(ii) At the stage of Higher Education?

National Association of Divisional Executives for Education

The social effects of a public school education at the stage of higher education are less conspicuous than at the school stage. On the one hand a really brilliant pupil from any grammar school can now obtain a place in a university and the less than average pupil from a public school finds it increasingly difficult to do so. But entry to the older universities is still much easier from the public schools where the curriculum is geared to university entrance and the staff is drawn largely from graduates of the older universities. The retention of the existing public boarding school system linked with the older universities may have much to commend it but it cannot be otherwise than socially divisive.

National Joint Committee of Working Women's Organisations

Furthermore, public schools preclude many pupils from other types of schools from entering Oxford and Cambridge (i.e. there is preference given to entrants from public schools to these universities). Public school pupils gain about 50 per cent of places at Oxford and Cambridge due to links with these universities. In some colleges the proportion is higher.

Headmasters' Association

At the universities there is much more social mixing than there used to be, and we believe that this is also true of the service cadet colleges. It is, however, true that men who have been educated on similar lines may have much in common and may tend to do things together; this applies to ex-day boys as well as to ex-boarders. The uniform background of public school men can make them a forbidding group at Oxbridge, or a peculiar minority at Redbrick.

Senior Tutor of a Cambridge College

In general, social divisiveness is lessened during higher education by other powerful factors tending to unification—similar age, I.Q., place in the nation and so on. Non-public schoolers feel, however, that this is a false lull. Oxbridge in particular is felt to unify on the public schools' terms; the future is believed to hold division again.

Workers' Educational Association

At the stage of higher education, the ex-public school boy has now, happily, to meet and mix with a community of undergraduates which is socially diverse, as the years go by ever increasingly so.

National Union of Students

One sector of education where there is some effective social mixing is in further education. Here students from all the different branches of secondary education come together—usually to pursue 'O' and 'A' level G.C.E. courses. Most of these students—from secondary modern, grammar, comprehensive and the full range of public schools—have been unsuccessful in the G.C.E. whilst at school and are making a further attempt to achieve their required number of subjects. Some have left school before completing their courses and after having worked for a number of years decide to return to complete their

courses, often in order to obtain entry qualifications for higher education. In such colleges, there is often very active mixing of students of different types of school background, which produces stimulating social and extra curricular activities. However, the divisive influences are still at work and can often be seen in the grouping of students both in the college and in social activities. It is interesting to notice evidence that here, as in the universities, wastage is higher amongst independent school pupils.

Senior Tutor of a Cambridge College

In a residential college, we find the public school element invaluable. The percentage of public school men who are successful in obtaining admission here has fallen from about 50 per cent in the early 50's to about 25 per cent over the last four years. Nevertheless, their contribution is a very real one. The change from school to university is not such a sudden one in their case and therefore they settle down much more quickly. Throughout their period of residence, they tend to show more self-reliance, and more strength of character at times of tension, particularly when examinations are near. Some people feel that our disciplinary problems are increasing because the public school element is noticeably smaller than it used to be.

They naturally fit in well with men from other backgrounds, and are a help to those who find that they miss the home influence and are not so much lonely as rather insecure.

Master of a Cambridge College

The boys from the public schools whom I have seen here during the last four years have made a very good contribution to the academic, social and sporting life of the College. So far from being a divisive influence they help to knit the College together.

An Oxford College

Social differences between undergraduates are often quite marked when they come up to the University, but tend to diminish during their period of residence. We have no corporate view as to whether public schools do, or do not, tend to perpetuate existing social divisions; but it could be argued that the best public schools tend to promote intellectual rather than social snobbery.

A College of London University

Once public school boys and girls enter the College they tend to merge into the general student society, which tends to be nowadays a classless one, with a protective colouring of its own.

(iii) In later life?

Joint Working Party of the Governing Bodies' Association and Headmasters' Conference

Perhaps we might add, in lighter vein, that Governing Bodies and headmasters, as a class, have more reason to be aware of the antics of Old Boys than most people; but that we should hardly consider that they constitute a national problem.

The Church Schools Company

Children in independent schools develop a life in the community which noticeably enhances their adult behaviour.

The Governing Body of a Headmasters' Conference School

There is generally some social cohesion between old members of a public school, as of other schools, but this is more a matter of loyalty to the individual school than to the type of school, and all sorts of other loyalties, formed later in life, cut across, and often obliterate, old school tie loyalties.

The Girls' Public Day School Trust

As regards a woman's place in later life, and in the community—if she is not entrenched in a profession, the major factor in the organisation of her life will be the position of her husband.

A Senior Lecturer of London University

The "old school tie" has become a symbol of the unity which binds together Old Boys of the same school. Just because it has been and still is such a potent and genuine bond, it has attached to itself both ridicule and venom. To have been at the 'right school' was and to a less extent still is a valuable passport to many of the professions and helps to preserve a kind of elite.

National Union of Teachers

There can be no doubt that loyalty to the small closed society, so strong in the public school, lasts long, if not throughout, the lives of most of the public school boys and girls: it can at times be decisive, consciously or sub-consciously when appointments or promotions are under consideration.

National Joint Committee of Working Women's Organisations

In later life many from the public schools find it difficult to understand the working classes and the reasons for some of their actions, probably because the public school students are not let loose in the world until post-university age and, therefore, have a limited experience of life in general. Conversely, there is often an inferiority complex given to people from other schools who may apply for top jobs because of the ease with which ex-public school students appear to enter high-level occupations.

National Association of Divisional Executives for Education

Entry into the higher ranks of some professions is not now dominated by but is greatly facilitated by earlier education at a public school. The roll-call of cabinet members, high church dignitaries, judges and a number of other professions is largely the roll-call of a few public schools—the fraternity of the establishment. Hitherto there has been a social as well as an educational reluctance for students from public schools to qualify in the spheres of technology and there are many occupations where an application from a man with a public school background would be suspect. If public boarding schools of the traditional type are to be retained there should be positive encouragement for their pupils to enter the major institutions of technological education.

Association of Head Mistresses

We believe that social divisiveness dwindles in student and adult life, especially amongst women. Students associate freely with fellow students of different

background, and women enter into the activities available locally without being unduly influenced by their past experience. We think that women are less interested in "old school tie" associations than men, and are more adaptable and flexible in their capacity to fit in with other people. However, if adult women are being considered for posts along with men, by appointing boards on which men are predominant, the question of where they were educated does arise much more than when women are applying for jobs without competition from men. In saying this, however, one must remember that "a girl does not gain the same social privileges and professional advantages as a boy from the mere fact of having been educated at a public school" (Fleming Report).



(iv) In the life of the community as a whole?

A Member of the Scottish Council for the Training of Teachers

Indeed by their nature one would imagine that the boarding schools ought to be particularly well suited to include a sense of unity. There a boy has to learn to live for long periods at close quarters with others of widely differing character and temperament. He should be able to acquire, one would have thought, the understanding of human nature, co-operation with others and subjection of his own interests to those of the group that make a good citizen. By leaving home at regular intervals and by making friends with other children from different parts, the boarder should begin to look upon the country as a whole, in any part of which he can expect eventually to live and work. He should be anything but parochial and ought certainly to be mobile as a unit of labour. His experience of service and of responsibility within the school ought to dispose him either to serve the community or indeed lead in it if called upon to do so.

Parents' National Educational Union

Those coming from public schools tend to have a greater sense of community responsibility and are therefore the leaders in all walks of life.

Headmaster of a Headmasters' Conference School

The life of the community as a whole would be much improved if more members of the community went to public schools. The reverse would happen if the public schools ceased to exist.

The Girls' Public Day School Trust

It is a common practice for families to send a son away to a public boarding school, and to keep the daughter at home and send her to whatever day school—whether independent, grant-aided or maintained—the locality offers. Such families form a social link between the local community and those who patronise the public schools.

Women's Liberal Federation

As a nation we are particularly fond of "placing" people in their social context and "public school boy" remains a recognised description used for instance by the Press. It may well operate against the individual as much as for him, but in our view the divisive influence does operate throughout the community.

Workers' Educational Association

What is much to be regretted is that as exclusiveness perpetuates itself through the public school, the life of the larger community is impoverished in one important particular. The interest and the influence which the parents of children at independent boarding schools, and their children in adulthood might have exercised are withdrawn, to the general loss, from the national system of education.

National Federation of Professional Workers

The public school system is not only the product of privilege; it also perpetuates privilege. It is no accident that the public schools have been the avenue to many key appointments, and it is only when educational privilege is seen against the social and political power it confers that the claim for equality of educational opportunity is properly understood as being essential to a democratic society.

Joint Working Party of the Governing Bodies' Association and Headmasters' Conference

Since the last war the social and scientific revolution of our times has brought about so much change that it is doubtful whether the influence of the public schools can now be counted as a divisive one. The affluent society, the effect of television and other media, the acceptance of all kinds of accents, have resulted in changes which make the charge of divisiveness largely irrelevant. There are so many ways in which status can be acquired in these days that the public school influence counts for little.

* * *

. . . it is perhaps worth commenting that if the public schools are as divisive an influence as is sometimes suggested, we ought to be an unusually divided society.

(b) Is a public school background of advantage when pupils of similar academic attainment are considered for:

(i) Places in higher education?

An Oxford College

Yes; public school applicants often make a better showing in interview. But we are aware of this advantage and strive to compensate for it in our assessment of rival claims.

An Oxford College

If two candidates, one from a public school and one from a maintained school, are of equal intellectual *attainment*, we tend to assume that, since the teaching at public schools (small classes) is usually better than at maintained schools (large classes), the candidate from the maintained school is the better bet.

Senior Tutor of an Oxford College

On the whole, we think that a public school background is of no advantage. From the candidate's point of view it may well give confidence if he comes

from a school which regularly sends boys to Oxford, since he will be aware that there is no special mystique about the Oxford admissions system and that boys of comparable ability to himself are regularly accepted. He may perhaps show more self-possession at interview. On the other hand, from the point of view of the college every allowance is made for the fact that boys from certain schools are likely to have these advantages, and in so far as any bias exists it probably leans towards boys who have not had the advantages of comfortable home backgrounds and an expensive education.

Headmasters' Association

It certainly has been in the past, but we think its effect is diminishing. Schools which have had large sixth forms for many years, and not only in the past fifteen, have traditions of university entry and also staff who are accustomed to advising and preparing their pupils accordingly. These "advantages" are declining as sixth forms grow in all kinds of secondary school. We are impressed by the efforts of some Oxford and Cambridge colleges to consider every candidate on his merits, but the fact remains that at present they find the number of candidates from the maintained schools disproportionately small.

Assistant Masters' Association

Opinion was divided as to the extent of advantage in securing places in higher education but it was generally agreed that the advantage is diminishing, particularly in view of the expansion, both in numbers and in kind, of higher education. It was thought that the advantage remained in the case of some Cambridge colleges and to a less extent of some Oxford colleges, though it was noted with approval that Oxford is reconsidering the methods of selection for admission with a view to widening its field of recruitment.

National Union of Teachers

It appears that the public school child has a far greater opportunity of entering Oxford or Cambridge almost certainly because of close personal links between public school teachers and the Oxbridge colleges.

A Member of the Scottish Council for the Training of Teachers

It seems to the public schools that their pupils now must rely upon gaining their places solely on examination performance in the face of increasingly severe competition. If they get more places proportionately to their numbers it is because the candidates are good and have been well taught. Fewer places are gained nowadays by a type of pupil they have always produced, the "good commoner", i.e. the potentially first-class citizen with a good but not distinguished mind.

The Girls' Public Day School Trust

Entry to all forms of higher education is open equally to girls from all types of school.

Association of Headmistresses of Recognised Independent Schools

For girls, public school membership would even seem to be a positive disadvantage.

The Free Church Federal Council

Those allocating places in universities are concerned to assess the intelligence, industry, teachability, enthusiasm, and promise of the candidates. These qualities depend to a great extent on the intrinsic nature of the candidate and to some extent on the quality of the education he has received, whether at public school or elsewhere. Those who have to select candidates are usually anxious to select those whom they think they can best teach and who will need the minimum of unnecessary encouragement or supervision. Whence they come is of secondary importance.

Joint Working Party of the Governing Bodies' Association and Headmasters' Conference

We would maintain with all possible emphasis that our boys who go on to higher education gain their places in free and increasingly severe academic competition. If we send a high proportion on to further education it is because we have equipped them for it educationally, and not because of some unfair or sinister influence.

(ii) Subsequent employment?*Oxford University Appointments Committee*

During the last sixteen years the number of requests from employers mentioning "public school man preferred" has dwindled to a very small number. Last summer, when this Committee was reconsidering the signals on candidates' cards, it was agreed that there was no longer any need to have a separate signal for those who had been at public schools, as this was so infrequently asked for.

University of Cambridge Appointments Board

First of all, let me say that for some years it has been extremely rare for an employer to specify as a criterion of choice that candidates should have been educated at a public school. In the handful of cases which are exceptions to this rule the employers have usually been small, intimate concerns (e.g. a solicitor's practice of moderate size or a small firm of stockbrokers) in which the partners want a recruit from the same background as themselves. In the vast majority of cases no limitation on type of education is laid down.

National Joint Committee of Working Women's Organisations

One third of the directors of the Bank of England went to Eton. Half the directors of the top insurance companies also went to the same six public schools (Eton, Harrow, Winchester, Charterhouse, Rugby, Marlborough). But only a minute percentage of the school population can enjoy a public school education yet it is from this tiny group that so many people in powerful positions are recruited.

Women's Liberal Federation

With a poor degree a public school background can be advantageous.

Headmasters' Association

This again we think is of declining importance, especially in scientific and technical occupations. The public schoolboy may be at an advantage when

applying for a non-technical executive post, because he may have more poise in an interview, and be more accustomed to talking informally to his superiors.

Senior Tutor of a Cambridge College

There are however some areas where the public school graduate might be the victim of opposite prejudices—employment in the social sciences, for example. That would be because he is thought to be ignorant of how other people live and impervious to the subtleties of human experience.

An Oxford College

We believe that in general the class of degree which a man has obtained and his tutor's assessment of his character in letters of recommendation have far greater weight than the fact of his having attended one type of school or another.

Assistant Masters' Association

It was agreed that some advantage remains in connection with subsequent employment and employment straight from school, though it was felt that the advantage diminishes markedly after the first employment, and in any case is diminishing in general, personality, home background and academic ability being equally important.

Confederation for the Advancement of State Education

If public school products have special qualities then these probably arise as much from their home backgrounds as from their educational experiences. If industry and the professions require young men with social polish and self-confidence based on a secure financial background and a feeling of eliteness, then the public schools can supply this need. All this said, the common view was that the advantages had little or nothing to do with the education provided by the public schools: they reflected the social position of those who send their children to public schools.

Girls' Public Day School Trust

When it comes to employment, it is a girl's own qualifications and personality which commend her. There is no female equivalent to the alleged influence of the "old school tie" or "old boy network".

Women's employment often depends on qualities of personality; often also, on appearance, speech and manner. These qualities need have no connection with a girl's educational affiliation. At the present time, such social factors as affluence and mass media enable a girl to adopt the style of dress, speech and manners which she chooses.

Association of Governing Bodies of Girls' Public Schools

Teaching is a career which attracts girls from all types of school and all levels of society. Far from there being a bias in favour of the product of a public school, it may well be a disadvantage for several reasons. Sixty-five per cent of students in colleges of education have at least one 'A' level pass in the G.C.E. and girls from smaller independent schools may well not have as good an opportunity or as much ability as those from day schools. Breadth of experience, as well as good academic qualifications, is sought by principals of

colleges of education and if a candidate appears to have a somewhat narrow background of preparatory and public school and has had less opportunity to mix with people from a different social background, he or she may well be rejected in favour of another of comparable academic attainment but broader background experience. Boarding school products are sometimes thought to be less adaptable when dealing with the more difficult pupils and are sometimes thought to be less able to cope with children from comparatively uneducated homes, especially if they have been undertaking some unqualified teaching experience in a private school before applying to a college.

Headmaster of a Headmasters' Conference Direct Grant School

From an employer's point of view he knows he stands to gain more by recruiting a public school boy. Such a recruit will be better equipped to lead.

Headmasters' Association

A firm needing a young man without technical qualifications, but with some potential as a trainee-manager, often looks first to the ex-public school boy.

Association of Headmistresses of Recognised Independent Schools

Any disadvantage in obtaining employment is steadily decreasing, but where employment direct from school is concerned, it is probably true that, as public school pupils tend to leave school at a later age than the average from other schools, employers may feel that they offer better value for money.

The Parents' National Educational Union

Because of training for leadership, e.g. prefect system, they are accustomed to dealing with and being a leader of others, and pupils with a cultured background have an advantage in any profession.

Joint Working Party of the Governing Bodies' Association and Headmasters' Conference

Employers are looking for such qualities as adaptability, confidence, and independence. These qualities which are perhaps developed earlier, and possibly more easily, in a boarding school, are bound to help in an interview and this may be an advantage. If, however, a boy proves unintelligent, or unsuitable in some other way, he is unlikely to last long, wherever he comes from.

Association of Governing Bodies of Girls' Public Schools

It is noticeable that girls from all social classes and all types of school can be found in the main occupations they choose. This is in contrast to the situation for boys where, for example, it would be extremely rare for a boy from a public or good grammar school to be found taking a craft apprenticeship. Girls from all walks of life are to be found training for teaching and nursing, and in every level of office work. Furthermore, girls from public schools often choose practical work in, for example, hairdressing, floristry, kennels or stables, and it can confidently be said that girls are not normally at any particular advantage through having been to a public school when they enter employment.

Are there professional or other fields in which any such advantage is especially marked?

The following professions have been mentioned in evidence received:

- The Services
- Diplomatic and Consular Service
- Stock Exchange
- Law
- Civil Service
- Merchant Banking
- Anglican Ministry
- Employment in the City
- Administrative and Managerial Posts.

Are there valid reasons (arising e.g. from the nature of public school education) why such advantages, if any, should exist?

The Woodard Corporation

It is not an unfair advantage for a pupil to be given spiritual values and high standards whilst he is at school, and if he carries these with him after leaving school we feel it right that, in competition with a pupil of similar academic achievement, these qualities are accepted as giving him a finer foundation in living his life to the full. It is not a valid reason to suggest that because these standards are high they should not be given to anyone just because they are not being given to all.

Association of Headmistresses of Recognised Independent Schools

The public schools do confer poise and confidence, and where these qualities are wanted, there is a definite advantage for their pupils. But would it be in the national advantage to make these qualities less obtainable?

Headmaster of a Headmasters' Conference School

In some spheres there is prejudice against the public school boy simply because of a false public image. The nation needs people who have been trained in this way and it is the nation's duty to let more people reach such fulfilment.

Workers' Educational Association

There are, of course, many occupations in administration and industry where the intelligence cultivated through intensive sixth form work and the social poise obtained through the shouldering of responsibility within the boarding school community are of great value. It is not, however, necessary in our view to maintain an exclusive system of independent schools in order to elicit those qualities, nor does their appearance in the products of independent schools give any warrant to the perpetuation of educational inequality.

Trades Union Congress

The public schools are damaging to the public education service, in the General Council's view, in that they have no responsibility to have regard to national educational policies, and have not done so to any significant extent; in that they inevitably create and perpetuate fundamental inequalities of opportunity as between individual children and young people; in that their influence has impeded progress in the development of curricula and teaching methods suited to the needs of substantial numbers of children of secondary school age and has contributed to perpetuating practices in the organisation of secondary schools alien or irrelevant to the needs of most workers' children; and in that they serve to diminish the interest which an influential, even though numerically small, section of the community might have in securing improvement in the public provision of education.

Socialist Educational Association

Whichever of these attitudes (the traditional or the progressive) is adopted, the fact remains that the *raison d'être* of the independent school system is the training of leaders. The product of the independent school assumes that he has an ascriptive right to lead, and the confidence trickery of the independent school system lies in the public's gullible and unquestioning acceptance of their own claims on their own behalf.

* * *

Some defenders of fee-paying would claim that a public school education confers upon its recipients intangible qualities of character and leadership which would justify their promotion over the heads of those who in more formal ways are equally or better qualified. We can understand their preference for the intangible, but it is a patently flimsy excuse for privilege.

Joint Working Party of the Governing Bodies' Association and Headmasters' Conference

In our view the fact that we give a good education in itself gives our pupils an advantage. There are many who would say that we give a character-training that gives an advantage also. But we suspect that many of the advantages which our pupils are commonly supposed to enjoy are advantages of social class and wealth which they would have had however they had been educated. It is at any rate open to doubt whether, for example, the present composition of the controlling classes in this country would have been different even if the public schools had not existed.

* * *

We think there are valid reasons why such advantages as arise from the nature of a public school education should exist, but only if our products have the qualities in which we hope to train them. Most public school boys benefit from their education in a number of distinct ways which have generally been valued particularly by the professions. The qualities mentioned above are equally acceptable in any field. Many values have become uncertain, and when all sections of society are becoming increasingly self-centred, then such qualities are what the nation should encourage. Some of our members feel

that public schools ensure that their pupils learn how to live in a community and to appreciate that authority can be exercised only by those willing to obey, and that mistakes must be turned to profit. In short, the best public school community provides a kind of microcosm of society, and the great pity is that its value in terms of training for the future is limited because the majority of its pupils come from a small section of society in the first place. Plainly, it is not right for a man to occupy a particular post simply because he comes from a public school. It is still true, however, that in some respects some independent education at present is better than that available in some maintained schools.

4. A SOCIALLY MIXED ENTRY

(a) To what extent do you consider that there is at present an inadequate "social mix" in public schools, in respect of, for example:

(i) Parental Occupation

National Association of Divisional Executives for Education

Entrance to major public schools, especially boarding private schools, is largely restricted to the sons and daughters of members of the older professional groups.

Joint Working Party of the Governing Bodies' Association and Headmasters' Conference

As might be expected the occupations of parents, particularly of boys in the boarding schools, though very varied, are broadly middle class occupations. Even boys supported to some extent by scholarships at boarding schools tend to come from preparatory schools and, therefore, from the same background.

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Some schools, too, have a particular connection with certain professions such as the church, the services, or medicine, though such a connection never provides an overriding proportion of boys in the school.

Association of Assistant Mistresses

The vast majority of pupils in boarding schools come from the higher social groups and larger income brackets. Parents in business, agriculture and the professions predominate, so that there is an inadequate social mixture, the managerial and professional classes being over-represented.

Women's Employment Federation

Undoubtedly the decisive factor in sending a child to a public school is finance. Only those parents with a really good income can afford this and consequently not only is it impossible for children of lower-paid workers to attend a public school, but also for children of many professional parents. This means that an increasingly large proportion of the pupils come from the families of business men and senior executives.

Women's Liberal Federation

We consider that there is an inadequate social mix of parental occupation in that children at public schools come predominantly from families (a) with occupations traditionally associated with public schools and with social privilege, (b) with occupations traditionally associated with high standards of education and concern for high standards. Parents in some other occupations avoid sending their children to public schools precisely because of the schools' real or presumed social distinction.

The Woodard Corporation

Most of our parents are in the higher income groups, and therefore tend to be involved in a limited number of occupations. We would welcome an opportunity to work with pupils whose parents earn less, and so widen parental occupations within the school.

Association of County Councils in Scotland

The Association considers that entry to public schools is restricted by both parental occupation and parental income. Restriction by area of residence is of minor importance. Whether the restriction is by the income, occupation or social class of parents, it is generally recognised that large sections of the population are barely represented in public schools.

Assistant Masters' Association

The majority of our members believe that in respect of parental occupation there is an inadequate mix, but they also believe that this is diminishing, and that the "occupational composition" is continually changing as a result of the development of professionalisms and of managerial and commercial opportunity.

(ii) Parental income*National Education Advisory Committee of the Communist Party*

Boarding school fees of between £400 and £600 (or £300 to £500 for girls), and day school fees from £100 to £200, clearly ensure that the children are drawn from wealthy parents of upper class origin or from the highly paid business and professional classes.

Incorporated Association of Preparatory Schools

... it is a matter of regret to us that admission to preparatory and public schools is for the most part restricted to boys whose parents are wealthy enough to afford the fees.

The Women's Group on Public Welfare

... limitations of parental income naturally militate against a full social mixture. Those parents who can afford to pay the very high fees charged at public schools are, increasingly, drawn from the business and higher executive class, whereas many professional men are unable to meet the expense, quite apart from the many lower paid workers who cannot do so.

National Association of Head Teachers

If the parental income is not sufficient to meet the fees, and no grants are forthcoming, the lower income groups cannot possibly be represented.

National Association of Divisional Executives for Education

Parental income is far less a factor in securing a public school education than parental professional occupation. This applies particularly to the public boarding schools.

Assistant Masters' Association

The income factor is the greatest divisive influence in society as a whole and public schools reflect this, though much less markedly in day public schools.

Women's Liberal Federation

We take it as self-evident that any group of children whose parents are paying large fees for their education would come from homes with *average* incomes much above the national average. Nevertheless, parental income is by no means always the decisive factor. Many people make great sacrifices paying fees out of capital etc. to send their sons to public schools while others much better off prefer state education.

Joint Working Party of the Governing Bodies' Association and Headmasters' Conference

In the matter of parental incomes, too, there is greater variation than might perhaps be imagined even in the independent boarding schools. They vary from the very rich to some—many clergymen for example—who earn less than many semi-skilled manual workers in these days, and yet as far as the pupils themselves are concerned this matters very little. Most of the parents, however, must be well enough off to be able to afford the fees.

In independent schools there are usually some school scholarships and bursaries to help those who could not possibly afford to send their boys to these schools without some such help. Some of the more fortunate and wealthier schools can give considerable assistance in this way, and as this is never known amongst the pupils, it has no effect on the standing of the individual boy, yet it helps to produce a better "mix". Nevertheless, in our independent boarding schools taken all together the help given by way of scholarships and bursaries of any substantial amount affects less than 10 per cent of the pupils.

* * *

Some schools in industrially prosperous areas note a reluctance on the part of parents to spend money on education even though they can clearly afford it; they prefer more of the creature comforts of the affluent society. Many people, too, in the lower income groups mentioned object to disclosures of income or to means tests. This is at least one other reason for their being reluctant to send boys to our schools. Whatever the feelings of the parents, however, and whatever the resulting "social mix", there is no doubt that the boys themselves are very little affected in their school by the incomes of their parents.

The independent schools, however, include many amongst their number in which a varying proportion of the parents receive help with fees from local authorities. Some of these schools are day schools, but a great number of them are mixed day boy and boarding schools. These schools contain a proportion of sons of artisans, and, when such schools have a boarding element with boys coming from abroad as well as from this country, the "social mix" in respect of parental occupation is probably wider than in any school, for they are neither wholly neighbourhood schools nor are they confined to one social stratum.

There are many schools with a particular background—in some cases a religious one—and often these schools seem to be able to take a rather wider "social mix".

Association of Headmistresses of Recognised Independent Schools

Where income is concerned, many parents of children at public schools have no more than parents who choose to spend their money in other ways.

Independent Schools Association Incorporated

The mixture of parental background in public schools is very wide and considerable, due to the variation in financial remuneration, the bias of which has changed greatly over the last two decades.

(iii) Area of residence

Headmasters' Association

Although many boarders' parents are abroad, or in the services, the majority live in upper middle class residential areas.

National Association of Head Teachers

The home areas from which pupils in public schools come will be determined largely by parental income. It is possible for most parts of the country to be represented, but for parts of certain towns not to be represented.

Association of Assistant Mistresses

The geographical mixture is usually better, since pupils in most schools are drawn from many areas in this country as well as from abroad. Most of them, however, live in areas which correlate with the class and income of their parents.

Women's Liberal Federation

Area of residence certainly influences parental choice of school. For example, in areas where the population is relatively homogeneous in outlook and income and state schools enjoy a good reputation a higher proportion of people in high income groups and professional occupations may choose to send their children to state schools. Similar parents living in other areas would decide to pay public school fees. We think this must mean that certain sorts of residential areas (predominantly urban) are under-represented in the public school social mix.

Assistant Masters' Association

The "area of residence" was thought to be of secondary importance and, in broad terms, in this respect the mix is often greater in public schools than in maintained schools, although not always in terms of different kinds of residential areas.

Independent Schools Association Incorporated

So far as area of residence is concerned, in public schools where predominance is given to day places, the area of residence is clearly more localised, although, even in this respect, with the policy which has been in existence for many years of a proportion of children being sent directly from state primary schools, together with the fact that many professional men today get less financial remuneration than certain skilled mechanics and technical men, clearly even there the area of residence is socially well mixed. So far as boarding schools are concerned, undoubtedly the social mixture has been very much wider since 1939-45, for similar reasons. In certain areas social mix is not desired by the parents and this applies throughout the class structure, if any.

An Educational Consultant

In the fee charging schools the mix is only inadequate in respect of parental income. The particular pattern of regional mixture in public schools is being reduced. Parents are showing ever-greater reluctance to travel far from home and there is an increasing desire to see children more frequently. Many boarding schools will, therefore, recruit locally or within a limited range, rather than nationally. The extent of regional mix may increasingly depend upon the influence of expatriate choice.

Joint Working Party of the Governing Bodies' Association and Headmasters' Conference

As far as boarding schools are concerned, too, we believe that nowadays there is less family attachment to a particular boarding public school, though there may be more regionalisation, in that boarding schools in the North and in the Midlands may have boys predominantly from those areas. This is probably because parents like to have contact with their children nowadays even though they are at boarding school, and this is possible in the age of the motor-car and of a more liberal attitude on the part of the schools. Nevertheless, over half of the parents of boarders in our schools live more than fifty miles away from the school.

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The schools with mixed day and boarder populations tend naturally to draw more of their boarders from the locality, apart from the usual proportion from abroad. This has the advantage of contact with the family, and also of easier transfer from day boy to boarder and *vice versa*, as already mentioned. The day schools, particularly in the London area, may have tended to become rather more localised in that shorter journeys between school and home are generally approved in these days of travelling difficulties. But taking into account other means of transport and improvements in transport, it is likely that the over-all position is little changed.

The boarding schools draw geographically from a wide area and as Kalton's survey has shown some fourteen per cent of boarders come to our schools from overseas. This is of immense advantage, and the boys in the school cannot fail to gain something from these contacts.

Association of Headmistresses of Recognised Independent Schools

Parental occupations and places of residence may be important in day schools (of any kind), but are largely irrelevant in boarding schools.

* * *

In most public schools there is already a far wider social "mix" than is to be found in most day-schools catering for a limited neighbourhood, where there is practically no "mix" at all.

This "mix" is encouraged by the provision of grants by local education authorities to children thought likely to benefit from such opportunities as public school education offers.

The Women's Group on Public Welfare

The public schools at present have a big advantage because they are not tied to any special catchment areas.

The Woodard Corporation

So far as (i) and (ii) above allow, the public schools alone provide an adequate "social mix", since they recruit from north, south, east and west, and overseas.

National Association of Divisional Executives for Education

Day public schools have obviously a limited range of entry based on residence—as indeed do all day schools. Some day public schools and some schools with mixed day and boarding pupils have taken their characteristic qualities from the type of areas (socially) they have come to serve. But it should be pointed out that some public schools have received a wide "social mix" based upon their special relations with the particular local education authority whose area they serve.

General comments on "social mix"

The Governing Body and Headmaster of a Headmasters' Conference School

Very inadequate. The "working classes" are strongly distrustful of boarding schools. There are far too few assisted places for boarding in this country.

Association of Headmistresses of Preparatory Schools

There is room for improvement here. Not all parents can exercise a choice in their children's education. They may be prepared and indeed anxious to make sacrifices, but still limited by finances. However, background counts for a lot and it is hard for a child to live in two worlds. It might be the parents themselves who make the child aware of differences.

Socialist Educational Association

It is not a question of what "we consider" but of what is known to be fact. There is a high degree of social exclusiveness in public schools. The schools themselves do not trouble to deny this.

National Union of Teachers

The Union believes that the present "social mix" of the public school is indefensible in a democratic society: it would well serve an oligarchic community. The Union considers that it contributes nothing of an essential value to the community but accepts that it may be of social and career benefit to the limited number who are afforded a public school education. It believes that the wide social intake of the state schools can do far more for the well being of the community than can any narrowly based school system.

Confederation of British Industry

Questions under this heading were answered by general expressions of opinion. About half considered there was an adequate social mix in the public schools as a result of the present day affluence. Some pointed out that the abler parents sent their children to public schools. Other replies simply stated that the mix was inadequate, but a number thought that this was because there was too little "support" for lower paid parents. It was suggested that the "mix" was better in urban areas.

Church of England Board of Education

It is difficult to say however what an *adequate* 'social mix' is and, therefore, what an *inadequate* one is. We do not think that to be adequate a mix could consist totally of people from the upper and middle class or totally from the classes lower than these, or that it should necessarily represent all the strata of society or occupations in their existing proportions.

We think it of the essence of a good mix that an individual should not be held back or favoured at school by reason of his social or economic origin. Yet the pupils should be aware of the social and economic diversity which exists both in this country and elsewhere.

Headmaster of a Headmasters' Conference School

The "social mix" has been changing ever since public schools first started. As each generation has produced self-made men their descendants have entered the public schools as soon as the parents have seen the advantage. Hence the enormous expansion of the public schools in the last century.

If this expansion continues, nothing will be lost by the community and much will be gained as long as the system on which the public schools operate is not downgraded.

In fact, the public schools have probably done more than any other section of the community in breaking down the social barriers between pupils of equal ability.

The Women's Group on Public Welfare

The Working Party thought that there would be a far greater social mixture if more local education authorities had implemented the recommendations of the Fleming Report of 1944 by awarding bursaries for children in their areas to attend public schools; very few did so.

Women's Employment Federation

We recall with regret the Fleming Report—with regret because in the twenty-odd years since its appearance hardly any attention has been paid to its recommendations; very few local education authorities have attempted to implement them even to a very limited degree; we are strongly of the opinion that there should be a greater social mixture in the public schools.

Association of Headmistresses of Boarding Schools

It is worth mentioning that the “image” of public schools in the minds of many people is much at variance with reality, and so not all children who would benefit from boarding school education are entered; parental prejudice against this type of school needs changing by more co-operation between different kinds of school and by the removal of misconceptions. There are signs of this improvement as a result of the community service given by most of the independent schools.

- (b) **Do you consider that the “social mix” should be changed, and if so, in what ways; and do you consider that there are any characteristics of special value to the community as a whole which would be lost by the public schools as a result of the “social mix” suggested?**

Independent Schools Association Incorporated

The social nature of the public schools at the moment is working efficiently and well and the schools themselves are still setting this high standard which leads the field in British education. Undoubtedly any major change, particularly in the ability, both practical and academic, of the children, would seriously harm the sound service that these schools are rendering to the community. The question of social mix should not be imposed by any external authority.

National Association of Head Teachers

If the “social mix” were changed too drastically the public schools would cease to have any special characteristics to offer. The advantages of boarding education can be made available to children without necessarily using the public schools for the purpose. Some greater “social mix” could be achieved by making it possible for able children from modest homes to be able to attend public schools.

We consider that the Heads of the schools concerned should be fully consulted in this matter since they are in the best position to advise, in individual cases, on the extent to which a full “social mix” is possible or feasible.

It is difficult for a school to achieve a “social mix” when society outside shows no great desire to be socially mixed. Housing estates, with their groupings, reflect the fact that most people are quite happy to be left unmixed. We find it difficult to estimate how much would be lost if the “social mix” were changed. One heritage of the public school has been public service without hope of reward. If the “social mix” were changed such service might not be lost, but if watered down too far it would cease to have any real significance.

Association of Headmistresses of Independent Schools

Nevertheless, as some community of backgrounds and interests is almost essential for happiness, to put individual children from widely different spheres (social or intellectual), into forced association at school can only lead to increasing social tensions or, alternatively, to alienating them from their homes. A fifty fifty "mix" would inevitably produce a "them" and "us" situation, fatal to harmony. No-one would gain and all would lose.

Confederation for the Advancement of State Education

We are opposed to the opening of public schools to pupils irrespective of parental income. The children who, by the Martin Report definition, need boarding education should be boarded in state schools.

Advisory Officers for the London Boroughs Education Committee

The public schools were set up to educate a minority of leaders. If the "mix" is deliberately altered, is not this purpose abrogated?

On the other hand, if authorities are expected to support a minority of pupils at public schools drawn from a wider social range, they may be asked to subscribe to a tradition of education which some of them may find unacceptable.

Association of University Teachers (Scotland)

Change in "social mix" is consequential, and educational considerations must come first.

National Advisory Committee on Education of the National Union of Conservative and Unionist Associations

We believe that to induce artificially a "social mix" defeats the desired object. "Integration" can be achieved only by a desire to integrate and not by directives.

Women's National Advisory Committee of the National Union of Conservative and Unionist Associations

We would urge the initiation of some pilot schemes by the Department of Education and Science for research into ways by which a wider "social mix" can be achieved, but we are convinced this must always be a creative piece of strategy not a political end in itself—never just a piece of social engineering.

Association of Headmistresses of Preparatory Schools

The Fleming Report (now 20 years old) has not been implemented because no-one has found a satisfactory working way to change the "social mix". Selection is the difficulty. Public schools (taken as a whole group) are comprehensive now judged by the varied standards of ability. For children to be accepted solely on ability would seem as unsatisfactory as selection based on income, class, parental connections and/or place of residence. Research into the vitally important problem of selection is urgently needed. The final say in selection should remain with the public school as each one decides what kind of a school it wishes to be.

A member of the Academic Staff of a University

As the situation exists at present, some children receive advantages which are substantially determined by their parents' income. From the Fleming Report onwards there has been at least a nominal consensus that a "social mix" of this kind is "inadequate". But this negative consensus is not paralleled by any positive consensus about what is, or would be, adequate. If the value of the public school lies partly in the cohesion of the adolescent community, this is facilitated by a common social background. Any considerable difference in this could be expected to set up strains, or change the character of the school. A minority from a different background can be assimilated on the majority's terms. A majority (and this would be implied if the school population were representative of the population as a whole), would set their own terms. Public school authorities have shown some uneasiness at the prospect, in the context of discussion of the appropriate percentage of the intake with a wider social background. The community resulting from a major change need not necessarily be less valuable, but it would be different, and conceivably, uncertain of itself. Here again, Lambert's study may provide harder evidence of the influence of the family and class on the character of the school. But public school sensitivity could be taken as an indication that the influence is considerable.

Workers' Educational Association

In our answers to later questions we express our conviction that the "social mix" of the independent boarding schools should be radically changed, and that the instrument of this change should be the creation of a pool of local education authority or state-assisted places, the pupils to fill them being drawn from different types of maintained schools. We believe that nothing would be lost to the independent schools by such a change, and that a very great deal would be gained both by the schools themselves and by the nation. We are convinced that an access of vitality would come to the schools in the mingling of various social types among their membership, and that to the governors and staffs there would come the stimulating adventure of re-shaping their schools and curricula for progressive ends.

Association of County Councils in Scotland

The Association is not unanimous in its views about the value of changing the "social mix" in public schools. Some take the view that adding to the "social mix" would achieve nothing of fundamental value, on the grounds that the public schools, whether organised as at present or with a broader cross-section of pupils, have no place in a modern democratic society. Others take the view that the public schools would benefit from the admission by deliberate policy of pupils from these sections of the population who are scarcely represented in such schools at the present time. It is felt that public schools would lose nothing which would be of value to the community as a whole by admitting pupils from a greater variety of economic and social backgrounds.

Evidence submitted by an Individual

If the public schools were taken over by the state and financial barriers to entry removed, there can be no doubt that the social mix would change dramatically. For many years to come, however, socio-economic groups

without the culture pattern of boarding education (and, in particular, manual workers) would be underrepresented. This gives added importance to the creation of day places in all public boarding schools; they would, certainly at first, be the more attractive form of entry into the schools for working class boys.

This change would involve loss, of course. All revolutions do. In essence, it would be the loss of serenity which must follow when power is taken away from an established, self-recruiting elite. Winchester has certainly known how to create excellence, having provided itself with almost every possible ingredient. What we have got to do now is create excellence under tougher conditions.

Warden and Fellows of a Headmasters' Conference School

We are entirely in favour of a "social mix", in so far as this is compatible with the maintenance of a high standard of education.

The Free Church Federal Council

We consider that a broadened basis both for recruitment of staff and pupils would eliminate most of the disadvantages while preserving the advantages. We should therefore recommend that the benefit of a public school type education should be extended to all children who are capable of profiting from it and whose parents are willing that they should submit to the necessary discipline and training.

Girls' Public Day School Trust

We think that the successful social mix in our schools is facilitated by the fact that the children of different social backgrounds have similar abilities and interests. If a difference of social class were to be accompanied by a marked difference in mental ability or range of interest, there is a danger of a divisive situation.

Association of Governing Bodies of Girls' Public Schools

If social mix is taken to mean children from families who follow all trades and professions, who have very varied ideas on social customs, attitudes to authority and the law, courtesy, manners, responsibility to the community, then it would seem that the public schools and the community alike would profit by some change in the present mix, provided that it is agreed that the general principles of the public school on the above matters, should be encouraged and that the new intake to the mix is only sufficient to cause the exposure of more children of different backgrounds to the influence of the practice of these principles. It is important that the new intake does not overwhelm by volume the very assets to acquire which they should be enabled to enter the public schools.

The Governing Body and Headmaster of a Headmasters' Conference School

The social mix must be changed. In the process the qualities which have made these schools deservedly world famous could of course very easily be lost. Reformers have often lacked the wisdom to discard the outdated and retain the essential quality. The real skill of these schools is in their power to educate through a society so subtly controlled from the top that real vitality is left at

all levels in the community itself. Boys learn to give and take, to retain individuality whilst revering the society of which they are a part, to accept responsibility, to administer the laws with justice and humanity.

Church of England Board of Education

Yes, by the addition of more children who need to attend and whose parents cannot now afford to send them to boarding schools. Public school characteristics are not likely to be lost unless they become unduly full of an intellectual elite or of children handicapped by their home or other background.

Women's Employment Federation

The abrupt introduction into a school of too large a group from a different social stratum might produce the very opposite of the effect desired, as the risk of the new pupils forming an exclusive and homogeneous group would be very high.

Association of Chief Education Officers

It would seem that public schools at present do not contain a social mixture of pupils representative of the whole of society; but neither do day schools situated in certain favoured parts of large cities. The Association consider that it would be false to assume that if the social mixture of the public schools is radically changed, they will continue to retain the qualities which make them of value to the nation.

Confederation of British Industry

About half thought that the mix should be changed by making public school education available to all children, particularly the more intelligent, through local education authorities bearing the maintenance costs of 50 per cent of the pupils. It was stressed that this must not result in a levelling down of the standards of public schools. Because of the danger of this, several companies advocated that no change should be imposed, and that the system should be allowed to develop without interference at its present rate.

National Joint Committee of Working Women's Organisations

It is important not to isolate a working-class child in an alien environment and the new boarding schools should not be allowed to cream off only the best from the maintained schools. If the new public schools are open to all children in need as well as to children whose parents merely desire a boarding school education for their children there should be a much better mixing.

Incorporated Association of Preparatory Schools

Preparatory school headmasters have sufficient pride and confidence in their own form of education, and sufficient belief in its national importance, to wish that its benefits were accessible to a wider cross-section of the population. None of the principles which we hold dear is offended by the proposal that our intake should be broadened.

Association of Head Mistresses

We believe that the artificial or induced expansion of "social mix" should not be made a main aim in educational policy: it should always be considered a

useful and creative by-product of a well-planned strategy, but not as a political or social end in itself. The wage earner is barely represented amongst boarding school parents and as fees become higher the professional parent will be less able to meet the cost out of income. The proportion of parents from the well paid technical and managerial class is increasing.

Naturally we believe that schools, like other communities, are enriched and invigorated by the fact that their membership is drawn from people of widely different background. The question is not whether there would be any loss to the community if the schools served a wider public, but how best one can help individual children to attain full maturity and develop their basic gifts. To achieve this purpose, we must do our utmost to ensure that no school deteriorates in its techniques, and still more important, that all schools maintain and develop the qualities which make for a full and sound community life.

If it were proposed to bring into a school a given number of children from entirely different homes and circumstances (say 30 girls from a north country industrial or mining estate to a boarding school in the south of England), divisive influences within the school would of course be much exaggerated, and cliques could form which would create much tension. Rather, the schools should be planned so that they meet the needs of children as realistically as possible, while parents of all kinds are kept informed of what is going on, and given as much responsibility as possible in deciding where their children should go.

* * *

It is clear, however, that amongst the staffs of many girls' boarding schools there is considerable support for the policy of admitting many more children whose fees are met by public funds.

Joint Working Party of the Governing Bodies' Association and Headmasters' Conference

It is perhaps worth adding that, as we are not approved schools, even those sent to us on grounds of need would have to be sent with the active co-operation of their parents.

* * *

There is general agreement among our members that there are good reasons for broadening our "social mix", as our universities have already done. All public schools would benefit if they could draw their pupils from a wider cross-section of society in terms of parental occupation, income and residence. We feel that no boy for whom there is genuine need, and indeed no boy whose parents really desire it, should be prevented in these days from going to a boarding school simply because his parents cannot afford the fees. But we would emphasise that the acceptance of a boy as a boarder is on both sides a much greater commitment than his acceptance as a day boy. His life during term time will be spent in boarding school and not just part of a day which can be shrugged off as irrelevant if there is no sympathy with education in the home.

If, as we hope, boys from a wider social background are to be taken into our schools, we realise that the school on its side must not expect the background and preparation of the preparatory school in its new entrants; it must be

sympathetic and understanding and be prepared to experiment. On the other hand, those who recommend particular boys for boarding must understand the importance to the boy of this commitment, for his whole life and happiness is involved, particularly so if he is coming from a background which has no previous understanding or tradition of boarding education. Fortunately, for most boys the problems solve themselves, but an understanding of them on the part of the adults concerned is absolutely essential.

It is for the reasons outlined above that we have continued to say that though we fully understand and appreciate the "need" for boarding, yet from our point of view boarding will be successful, particularly with a wider "social mix", only if the parents and the boy genuinely desire boarding and are prepared to support our efforts to make it a success.

We think that the change should come gradually, so that school and community might gain from the ending of a restricted entry, with no disadvantages to the community as a whole. If the public schools are good schools in their academic worth and the training they give—then there is every reason for making the "social mix" as wide as possible.

Association of Assistant Mistresses

We should like to see more experiments in widening the entry to include children from working class homes and lower income groups by means of scholarships or free places.

Assistant Masters' Association

It was thought that the extension of the direct grant system would enable children from all social and financial backgrounds to be included. It is important that entry should not be restricted to those with "social need" and that a wide range of academic attainment should remain a characteristic of these schools.

There would be no loss of characteristics valuable to the community as a whole resulting from a wider "social mix" unless the scale and rate of change were too great. But there are dangers in imposing a social mix and care should be taken to guard against dispersing concentrations of highly qualified staff who often form the growing points of educational advance.

Headmasters' Association

There are two dangers in making radical changes: the danger of destroying the real contribution which the public schools make to the community, and the danger of separating pupils from their backgrounds and so making them "rootless".

One way of modifying the public schools would be an extension of the direct grant system, especially perhaps where it would be possible for a school to have boarders and day boys, some of each with "free places" and some fee-paying.

Some of the direct grant schools have shown that a wide social range in a school does not destroy the valuable contribution the pupils make to the community.

Women's Liberal Federation

We would like to see the social mix changed by opening up at least *one third* of the places in public schools to be used as direct grant boarding places to

be used in the first place by children fulfilling the criteria of being in need of boarding education. This should be done on a wider basis than the present local education authority boundaries, and it would be open to the public schools to opt instead for a role as sixth form colleges or Leicestershire Plan senior colleges where the pattern of education makes this appropriate.

* * *

We do not consider that any characteristics or special value (and we recognise that there are such characteristics) would be lost provided the new arrangements were made on a much wider basis than a single local education authority. This would enable parents to express preferences for a particular school or type of school, and would also make it reasonable for the public schools themselves to retain a considerable measure of control over entries. We realise that this is a difficult point, but the more the entry is enlarged, the greater the danger from the school's point of view of their being swamped by children who by their differences of academic attainment, social background, religion, etc. would fundamentally alter the character of the school. We would prefer a very much wider social entry, and at the same time allow the schools some power of veto, and we believe this could be attained under our proposals. Since we recommend opening the public schools on grounds of the need to board, and not academic attainment, care would have to be taken in finding the most suitable school, and it would be undesirable that one public school should receive too large a proportion of, for instance, children from broken homes.

Catholic Education Council

We think that the schools should be willing to contribute to meeting the need for boarding where they can and they both should and would be ready to take more publicly financed pupils, and in the process a wider social entry.

Friends' Education Council

Quakers' belief in the essential equality of every man and woman in the sight of God leads them to deplore anything that separates a man from his fellows. In general our schools exert an influence which, far from being divisive, is reconciling, uniting and socially cohesive, but two limiting factors may be mentioned. (i) The membership of the Society of Friends does not reflect fully the whole span of society outside its boundaries and this inevitably affects its schools, and (ii) the great and growing cost of boarding education does limit to some extent the social mix of non-Quaker pupils. These are matters for regret and the Society is anxious to find remedies. For the children of Friends there has been established a Joint Bursaries Scheme which enables every Quaker parent who wishes to have his child educated at a Friends' school to receive financial assistance commensurate with his needs. For non-Quaker children the schools use grants from other than Quaker sources. All our schools have offered places to pupils assisted by local education authorities and in some cases more places are offered than are taken up. We would also like to see an increase in the number of overseas pupils at our schools and do not want their admission to depend solely on parental income.

Methodist Education Committee

We believe that at the present time many parents who would like to send their sons and daughters as boarders to our schools are unable to do so because they cannot afford to pay the fees.

We would welcome an arrangement by which a "wider social spread" of parents could send their boys and girls to any of our schools, provided:—

- (i) that it is the parents' choice that their sons or daughters should seek entry at this school or that;
- (ii) that the governors are free to reject the application for adequate reasons.

The Harpur Trust

We should like parents of lower income groups to have a greater opportunity to send their children to public schools if they and their children wish to accept the values of those schools e.g. an accepted degree of religious observance, concentration on school life and work during term, correctly spoken English, an active use of leisure time, the acceptance of obligations to the school community (service, rules). If the parents and children did accept what the school of their choice had to offer, we cannot see that anything would be lost; if the parents did not accept there would presumably be a struggle damaging both to the child and family as well as to the school.

The Woodard Corporation

Nathaniel Woodard said that his schools were to be "open . . . to the children of any of Her Majesty's subjects, irrespective of grade or class".

* * *

If sufficient parents of all social classes wanted the kind of education which the public schools at present provide, with their academic, spiritual and moral standards, the "social mix" could, would and should be changed. We should be happy to co-operate provided that this did not involve a drastic lowering or alteration of those values.

5. A WIDER RANGE OF ACADEMIC ATTAINMENT

What would be the most suitable methods of achieving a progressively wider range of intake (in terms of ability) to the public schools as a whole, in the context of national education policy—allowing for the fact that many schools are at present too small to form viable comprehensive schools covering a full secondary age range?

Warden and Fellows of a Headmasters' Conference School

We take "a wider range of intake in terms of ability" to mean, in simple terms, "the admission of stupider boys". We are against this.

Governing Body of an Oxford Women's College

A change in the character of the Common Entrance Examination might result in more able children from state schools winning entrance to the public schools.

Association of Chief Education Officers

This aim can best be achieved by considering the public schools as a whole rather than individually. At the present time local education authorities find it difficult to obtain boarding places for children not capable of following a selective academic course. Such schools, however, do exist and rather than see all public schools attempt to convert themselves into small comprehensive boarding schools, the Association would prefer to see a degree of specialisation among their numbers, and in association with other good independent boarding schools not on the public schools' list, whereby some would accept more children of average and below average ability than others. Public schools already have different standards and many accept at the present time pupils who would not find a place in a maintained grammar school.

Entry can be widened in terms of ability by a revision of the system of entrance examination . . . A wider range of ability will need a different approach to the assessment of entrants.

Association of Municipal Corporations

. . . selection on academic grounds would be inconsistent with national policy; though the alternative of a wide entry over the whole range raised the twin problems—would the places be acceptable, and if taken, would local education authorities be ready to meet the costs? Those authorities who suggested the allocation of places to named areas/authorities who would be expected to select from the full intelligence range were clearly leading towards the same dilemma. Others suggested that the only basis for local authority selection should be that of the need of the child, and not that of capacity to profit by a pattern of education set at a particular level. At least three authorities considered that the question posed was one to which there was no logical answer, except the end of the public schools and the use of their buildings for wholly different purposes.

The ability ranges admitted to existing public schools vary widely now. In the short term, bearing in mind that many schools are too small to accept a complete comprehensive range, there seems no alternative but to discover school by school, just what range of ability would be acceptable.

Association of Education Committees

The maintained schools system is moving increasingly to a pattern of comprehensive education, whereas the independent schools are essentially selective, any one school covering only a limited range of ability. We accept that, in the nature of boarding schools, limitations on size may well preclude the possibility of any one such school going fully comprehensive. We think it imperative, however, that, taking the independent schools as a whole, it would be necessary to secure that the whole range of ability could be covered.

* * *

It might, however, facilitate the arrangements we have in mind if the Headmasters' Conference and the Governing Bodies' Association adjusted their constitutions, to enable schools at present excluded from their membership to be admitted, so that this comprehensive nature of the total sector of independent schools could be made manifest.

Joint Working Party of the Governing Bodies' Association and Headmasters' Conference

... the best ways to widen the range would seem to be to go beyond the range of schools covered by the Headmasters' Conference and Governing Bodies' Association.

Students Union of a College of Technology

If you talk in terms of ability of intake, you cease to talk in terms of comprehensive.

Girls' Public Day School Trust

The Council of the Trust has considered what positive contribution they might make to the system of secondary education in partnership with local education authorities in the context of comprehensive education on the one hand and their resources on the other. In our views the co-operation, which we have appreciated as direct grant schools, might be continued by various means; a summary of the principal ways being as follows:

- (i) being prepared to consider accepting a different age of entry, while feeling nevertheless that the present age of eleven is the most satisfactory for girls;
- (ii) being prepared to accept children from a wider ability range on the criteria of assessments made in the primary schools and parental choice;
- (iii) being prepared to accept direct entries at sixth form level within the capability of accommodation and courses provided;
- (iv) being prepared to accept into Trust schools at any age pupils whose present or previous schools do not provide certain courses which are available in the particular Trust school concerned;
- (v) being prepared always to consider development of curriculum and to consult with local education authorities in arranging complementary courses.

Headmaster of a Headmasters' Conference School

Within the *whole* independent system we can accept a comprehensive entry. There are independent schools *outside* the Headmasters' Conference which would be prepared to take boys right down the I.Q. scale.

Association of Governing Bodies of Girls' Public Schools

The public schools . . . on the whole cater for the "grammar" school type of education. Some of them can also carry girls of lesser academic promise if by temperament they are not likely to be blighted by living and working amongst those of a greater academic ability.

* * *

It is generally accepted that to provide educational facilities for the full benefit of pupils throughout the normal range of ability, a very large school is needed; there are fewer than a dozen girls' public schools with more than 500 girls in the senior school at this time. It would therefore be very difficult for the range of ability at present adopted by these schools, and even more difficult for those with few numbers, to extend their range of ability without

a much greater outlay on equipment and much less economical use of staff. To introduce the comprehensive principle into these schools would be unsound educationally and financially out of the question, but the schools who profess to cater for the less academic pupil should be encouraged to do so.

Senior Tutor of a Cambridge College

Surely they are already more "comprehensive" than all direct grants and most maintained grammars?

Association of Head Mistresses

Great care however is needed in widening the range of academic ability in a boarding school, at the same time as widening the social background represented by parents. To place Newsom children, in small numbers, amongst pupils well established and thoroughly integrated in a traditionally run boarding school could be most disrupting for the very ones we wish to help. Nor must the Newsom children be segregated in special schools of their own. We are sure that the solution to this problem is not far to seek. Many girls' boarding schools would willingly admit more pupils of limited academic ability, many have some experience already of looking after disturbed or insecure girls. If local education authorities would publish widely their intention to meet the fees of more girls, the schools already in existence could absorb a great many more, including a good proportion of the underprivileged and academically limited.

* * *

Experiments in planning curriculum and activities will of course be necessary . . . and these many of our existing schools would be willing to undertake.

Headmaster of a Headmasters' Conference School

It would be very difficult to make any average sized public school truly comprehensive. Any one school could absorb a proportion—say 25 per cent of boys of less academic ability—but they must be drawn from a wide variety of home backgrounds.

Educational Institute of Scotland

As for schools which are at present too small to form viable comprehensive schools, there appears no reason why they should not be absorbed or replaced like similar schools in the state system, unless the school has proven merits of an exceptional kind which justify its retention. In that case it could become possibly a special purpose or experimental school.

Association of County Councils in Scotland

An additional problem of integrating the public schools with the state system of education derives from the uneven distribution of public schools as between local authority areas. The majority of education authorities in Scotland have no public school situated in their area. It is difficult to see how the range of ability of pupils in attendance at public schools could be substantially increased without the co-operation of education authorities in selecting pupils for admission and meeting in whole or part the cost of their education.

Such co-operation would be difficult to secure if the selection of pupils for admission to public schools and the cost of assistance towards education and boarding fees devolved largely upon those education authorities who happen to have public schools situated in their area. If all education authorities were prepared to participate in the selection of pupils for admission to public schools and in meeting the cost of education of pupils from their area, it might be possible to select a substantial number of pupils who would benefit from education in a boarding school and who would serve to widen the range of ability and social circumstances of pupils in public schools.

Women's Liberal Federation

Where sixth form colleges are to be provided there would be a place for boarding schools with a limited age range, which might suite some smaller schools. We feel that there are positive advantages in diversity and that smaller schools might well suit the needs of some children.

Association of Assistant Mistresses

A wider range of intake would only be satisfactory with an accompanying expansion of staffing and facilities to cater for their needs. The best method of achieving this would be to gear entrance requirements to primary rather than preparatory school standards and to offer an increased number of places to the less able academically.

A Member of the Academic Staff of a University

The public schools have an academic orientation. They assimilate successfully a minority who do not initially show the level of ability which is usually considered appropriate for that type of education.

Selection, in terms of ability, to fit some predetermined "academic mix", would be invidious and almost certainly unrealistic. Past discussion has seen a difficulty arising in relation to the loss to grammar schools of their most able pupils. This would presumably be no less apparent for comprehensive schools. A highly selective secondary sector is not easy to reconcile with the developing pattern of state education, except perhaps in the form of a provision for a small minority of highly gifted children with special needs.

Independent Schools Association Incorporated

. . . wider range of intake in the public schools directly affects the curriculum of the preparatory school as compared with that of the state primary school. The preparatory school has always worked on the basis of ensuring that the children achieve, by the age of approximately 12½, a sound basic knowledge of a wide range of academic subjects. The state primary curriculum is not based on so much academic work, nor is the syllabus so wide, and considerably greater stress is laid on the developing of the child towards general syllabuses as covered by the eleven plus testing system. This still applies even if the eleven plus has been superseded by some different form of moderating.

National Association of Head Teachers

- (i) Financial assistance by local education authorities could enable more children to benefit from boarding/public school education and would thereby increase the "academic" mix.

- (ii) Representation of the local education authority on the governing body of the school would facilitate closer liaison between the public and private sectors.
- (iii) Greater use could be made by local education authorities of the specialist provision of certain public schools, e.g. in science, mathematics, music. This need not involve boarding but would mean that certain facilities provided by the public schools were being more widely used.

Confederation of British Industry

On the question of a wider range of ability in the intake to the public schools, many considered that selection should be left entirely to the Headmaster. If anything, entry qualifications should be higher, 13 year olds from grammar schools should be eligible for transfer, and public school pupils of lower capabilities should be provided with less academically biased training.

Socialist Education Association

We question the assumption that comprehensive schools must necessarily be very large. The assumption that, in order to support a viable sixth form, a school must have an eight or nine form entry has long since been disproved in practice as well as in theory.

Workers' Education Association

. . . this wider intake could be achieved, within the context of a comprehensive system, by transforming some independent schools into residential schools which could provide more adequate education for older adolescents; (e.g. Sixth Form Colleges, Junior Colleges, County Colleges) . . . in some cases . . . independent schools could be transformed so as to accommodate themselves residentially, or by day-and-boarding arrangements, to other "tiers" in the comprehensive scheme. There may well be areas also where small independent schools (of the type mentioned in this question) could take on a new function as boarding annexes to adjoining local education authority comprehensive day schools.

Joint Working Party of the Governing Bodies' Association and Headmasters' Conference

. . . we are sure that our individual schools cannot be expected to become comprehensive in the academic sense. We are concerned to see that our standards remain high, believing that our concern for quality is of particular value to the nation.

Headmasters' Association

On the whole, however, we think that it would be much easier to widen the social mix in public schools than to make them academically comprehensive.

Harpur Trust

At the moment it is felt that boys and girls of an I.Q. of under, say 105 would not benefit from the education now being provided in a good many public schools.

Fabian Society

(A wider range of intake could be achieved by) allocation on the basis of need for the type of education or the type of accommodation provided . . . What must be avoided is a large surplus of applicants over places with entry based on tests, performance in which can be improved by appropriate forms of coaching. As comprehensive education comes into force, primary education will cease to be distorted in the interests of performance at eleven plus. Distortions should not be reintroduced in the interest of selection to the public schools. Any reforms must in fact be compatible with local education authority comprehensive schemes.

The Woodard Corporation

We are aware of the need to offer education to the widest possible range of ability, with maximum flexibility over the age of entry . . . it is much better to have a variety of schools providing this, than to attempt to make them all similar and comprehensive The best solution would be to have groups of schools performing a variety of functions, although this does not imply that we want the majority of schools to be specialised in any narrow sense.

Free Church Federal Council

The necessities of educational techniques make a degree of segregation inevitable . . . in a large comprehensive school the obviousness of segregation may be minimised by streaming for subjects rather than in general. Many public schools would not be large enough successfully to cope with a total range of ability, and in such cases it might be better to make it a school for a specified age range, possibly a sixth form college, or to provide a period of boarding for pupils the rest of whose education may have been in day schools.

6. UNDER ANY TYPE OF REORGANISATION YOU MAY SUGGEST, WHO SHOULD BE RESPONSIBLE FOR THE SELECTION OF ASSISTED PUPILS FOR ADMISSION TO PUBLIC SCHOOL PLACES?

Joint Working Party of the Governing Bodies' Association and Headmasters' Conference

We have always maintained that we should be free to refuse admission to those whom we thought unable to benefit from the education we offer. But we would stress that this is not a narrowly exclusive principle, but one that has worked very well in the arrangements many of us have with local education authorities. In practice the selection procedure must be agreed between school and authority; what we would ask at this stage is that schools should be assured that they will not have pupils sent to them for whom in their judgement they cannot properly provide.

Association of Chief Education Officers

The decision to admit must not solely be in the hands of the headmaster. It is in this sphere of admission of pupils that heads of public schools may have to curtail one of their traditional freedoms. The Association consider that in respect of the admission of pupils to assisted places, there should be a joint

arrangement agreed between the local education authority and the school concerned.

Association of Headmistresses of Boarding Schools

The order of consultation should be:

- (i) parents
- (ii) local education authority
- (iii) Head of previous school
- (iv) Head of receiving school

We feel that the initiative should come usually from the parents, guided and informed by the local education authority.

The parents' decision would presumably be taken after consultation with the child's previous school; any application to a particular public school would be the result of agreement between the three parties: parents, head of previous school and local education authority. In our view it is undesirable that certain local education authorities should be restricted to schools in their own area.

... the final decision must rest with the head of the public school, who alone can know what her school has to offer and whether any particular child will benefit from it.

National Joint Committee of Working Women's Organisations

... that the responsibility for selection should not be left entirely to the headmaster. We recommend the following procedure:

The first recommendation for the acceptance of a student would come from the local education authority, i.e. the local school headmaster plus the Director of Education.

This could be followed by a small interviewing committee made up of the public school headmaster, a representative of a local authority Education Committee and a representative of the governing body.

... the selection committee could interview the children in their own school rather than bringing the children to the public school for interview.

Assistant Masters' Association

The majority favoured selection panels including representatives of the aiding authority and the headmaster, or, alternatively, a short list prepared by the local education authority from which the schools would make their final selection.

Association of Head Mistresses, Scottish Branch

If assisted boarding education is to be made available to a larger number of children, the selection of these children should be made by a central authority, such as the Scottish Education Department, in order to ensure uniformity of procedure.

Association of Child Care Officers

... it is of paramount importance to appreciate the possible emotional difficulties which placement in boarding school may cause. ... We recommend that, in order to take account of these factors, every interviewing panel should have amongst its members a professionally trained social worker or someone who has a specialized knowledge of Family Casework.

Women's Liberal Federation

The selection of assisted pupils for admission to public schools should be made ultimately by the Headmaster/Headmistress. Those applying would be vetted by the local education authority to ensure that their claim to need boarding was valid, and to assess their final contribution, but the Head should have the final say.

Women's National Advisory Committee of the National Union of Conservative and Unionist Associations

- (a) Parental choice should be given great consideration.
- (b) Full consideration must be given to the assessment of the primary or preparatory school.
- (c) The Head of the receiving school must have the final right of selection. There are at present such wide differences between Local Education Authorities in the financial assistance they give to pupils at boarding schools, it seems obvious that the allocation of free or assisted places should be administered centrally by the Department of Education and Science. A clearing-house for places available to local education authorities in boarding schools might usefully be set up. We support the suggestion of the Fleming Report that regional interviewing boards should be set up by the Department of Education and Science on the advice of the Central Advisory Committee and that these should interview candidates and report to the Central Advisory Committee who would recommend to the Department of Education and Science the final distribution of places. Heads of schools must have the right of refusal but must satisfy the Department of Education and Science of the validity of their reasons for doing so.

Association of Assistant Mistresses

Consultation with the existing head teacher, the educational psychologist or the social worker from the pupil's own area might also be of value.

The Woodard Corporation

... ultimate responsibility for the selection of individual pupils must rest, as now, with the Headmaster/Headmistress and he or she should not be asked to retain pupils whom subsequent evidence showed to be unsuitable.

... Perhaps indeed local authorities as we know them at present are too small units for the purpose of offering groups of candidates to public schools; some larger regional method of preliminary selection might be necessary, acting between local authorities on the one hand and individual schools on the other.

British Medical Association and Medical Officers of Schools Association

The selection of pupils is mainly an educational matter... however, selection must take into account the needs of the pupil not only academically but also in regard to the development of personality, if a well-balanced and well-adjusted person is to result. If careful selection is ignored, this may tend to lead to difficulties and to a higher incidence of psychiatric disorders in later life.

Independent Schools Association Incorporated

... there could well be a panel established in conjunction with, and in consultation with, the Headmasters' Conference by which certain headmasters or

Heads of Departments could be in conference with senior officials from local government and the Department of Education and Science, to decide on the broad principles for arrangements with regard to assisted pupils. This panel could work in conjunction with local authorities, but must, in the end, be responsible for how many pupils they are prepared to assist in public school education.

Methodist Education Committee

We believe that a panel including representatives (i) of the local education authorities (ii) of the Department of Education and Science (if the Department is going to help towards the fees of assisted pupils), (iii) of the governors of the school, (iv) of the Heads of the primary schools in the locality, together with the Headmaster or Headmistress, could work out a procedure that would satisfy nearly everyone. At least one member of the selection panel should be a woman.

Women's Employment Federation

The first consideration should be the wishes of the parents; the Headmistress of the public school should have the right to reject unsuitable candidates and should take part in consultation with the Head of the child's present school and the representative of the local education authority.

Association of Headmistresses of Recognised Independent Schools

Schools should have the sole right of selection of their pupils from among candidates put forward by local education authorities.

National Association of Head Teachers

. . . very much a matter of consultation, between the two Heads in the first instance. The Head of the selecting school knows which pupils would stand to benefit most by being transferred to a public school. The Head of the public school knows which pupils from other schools would integrate best and provide the best "social mix".

In any case where a Head Teacher recommended assistance being given to a pupil to enable him/her to be admitted to a public school it would have to be with the parents' consent and the approval to the financial assistance would rest with the local education authority.

Confederation of British Industry

The selection of pupils for assisted places at public schools should be the responsibility of the headmaster, assisted, if desired, by housemasters and careers masters. If the governors or local education authorities shared this responsibility, the headmaster should have the final say.

Socialist Educational Association

The problem, for those who think in Fleming terms, is not who is to select (surely the authority which pays must have the decision on whom it will select), but who is to be selected.

Incorporated Association of Preparatory Schools

. some points which should determine selection:

The wishes of the parent(s). Any headmaster would be reluctant to accept a child whose parents were unwilling to send him

If a headmaster is to be fully helpful in the matter of selection—indeed if his school is to do the best for a boy—it is essential that he be fully informed about the boy and about his health and family circumstances. It must be a vital factor in selection that the headmaster be taken completely into the confidence of the sponsoring body.

Joint Working Party of the Governing Bodies' Association and Headmasters' Conference

... different local education authorities take different attitudes towards sending boys to boarding schools. It would seem, therefore, that it is best to ask the Department of Education and Science to set out the definitions which apply. The Department would then also make any necessary adjustments in grant relationships with the local education authorities, and this would encourage a more uniform practice in taking up available places.

We have pointed out that the choice of boys at a particular school for boarding education is of prime importance if the scheme is to be successful. We have suggested that some central body might be set up by the Department of Education and Science to consider applications. This body would have on it representatives of our schools, and it would assist in the broad selection of the type of school, and in consideration of reports and recommendations of the previous school or local authority. The final selection should involve the parents meeting the headmaster, together with some representative of the central body if it were felt that a public safeguard was necessary. This joint responsibility, of the public authority paying the fees, the headmaster of the school who is to be responsible for the boy's education, and the parents who must be willing to have their boy so educated, would then be clear. The final decision, however, whether any particular boy went to a particular school and remained in it must rest with the headmaster.

Friends' Education Council

... The essential condition for the admission of local education authority sponsored pupils should be the full agreement by parents, local education authority and school that the pupil is likely to benefit if he is admitted.

Headmasters' Association

It is difficult to imagine local education authorities being willing to finance large numbers of pupils at boarding schools, unless the grant system were altered so that money for boarding came from a central "pool". If this were done, the local education authority should decide on boarding need; the parents should apply to one or more schools and the decision should be made by the headmaster of the receiving school and the head of the school already attended.

National Advisory Committee on Education of the National Union of Conservative and Unionist Associations

... selection should be based on:—

(i) Informed parental choice.

(ii) Assessment of the ability indicated and the achievement attained in the primary school.

- (iii) The Head of the receiving school should have the opportunity of offering his/her own advice, and we feel that the Head and the Governors should have the final right of refusal to accept a child for admittance.
- (iv) The desirability of offering "boarding" or "day attendance" to the child under consideration must be borne in mind.
- (v) The ability of the child to benefit from the educational environment.
- (vi) Final assessment and selection should depend on all these factors in the same way as they should be applied to a child entering any educational institution.

Girls' Public Day School Trust

The views of the Council of the Trust on the possible methods of entry to free and reserved places in their schools may be relevant here. We hold that the methods of entry should be designed to ensure that pupils have the ability to profit by the education which the schools can offer. We do not wish, and have never wished, to apply a selective examination on a competitive basis and would be most willing to accept pupils from a wider range of ability than has normally resulted from the methods of selection adopted by local authorities in recent years, but while the demand for places in our schools so heavily exceeds the number of places available there is bound to be selection of some kind. The means which the Trust has suggested for determining the allocation of local education authority free places include:

- (i) parental choice, which we consider to be the greatest importance; this may be based on the desire for a single sex school or a consideration of the advantages of a school the majority of whose pupils stay right through from the age of entry to age eighteen and go on to some form of continuing education, and many other reasons;
- (ii) if, in addition to the importance of parents' choice, it is necessary to limit the number of suitable pupils to be awarded free places in Trust schools, we should be prepared to accept some form of residential qualifications, but with the aim of preserving a wide cross-section of the population;
- (iii) full consideration of assessments made in the primary schools;
- (iv) consultation with the Head Mistress regarding children being considered for free places in the school.

Association of Head Mistresses

We have already stressed that parents' wishes should be given first consideration. Due weight must be given to the report and recommendations of the child's present school; the receiving school must also have the right of selection as on it will fall the responsibility for caring for the child in her new environment. The scheme should therefore be centrally administered in association with the local education authorities and with opportunities for full consultation with all concerned.

Association of Governing Bodies of Girls' Public Schools

Each independent school should make publicly known the courses and opportunities that it can offer to its pupils. Local education authorities interested in any particular school should approach the Head Mistress,

making available all possible information concerning the child or children for whom they are making the inquiries, past achievements, estimated potential, and family circumstances. The Heads of sending schools should be asked their view on the application and the wishes of parents should be ascertained. The independent school concerned must have the final responsibility for the acceptance of pupils from the local education authorities, having regard to its other commitments and responsibilities.

The Headmasters of Catholic Boarding Schools

The number of places in Catholic independent boarding schools is small and will not be increased by their taking non-fee-paying pupils. We do not know the extent of the future demands for free places. In order however that the best use should be made of these places for the furtherance of religious education, we would wish that the Bishops and Parish Priests should be associated in the process of submitting deserving candidates.

Headmaster of a Headmasters' Conference School

The final selection could then be left to the school (governors and headmaster) in consultation with one or more of: local education authority (through its officers), the Department of Education and Science (through its Inspectorate), or some independent authority which has a good knowledge of individual schools.

The Governing Body and Headmaster of a Headmasters' Conference School

We believe that the school and the parent should have the final decision in selection, and we have not found this difficult in practice. The arrangement we have with the West Riding for our day boys works admirably.

Headmaster of a Headmasters' Conference School

Only one authority can select the pupils and that is the headmaster. He is the only authority who knows the whole problem of vacancies in the school as a whole and in the boarding houses, and vacancies in the class lists and age groups and so on.

Any authority trying to do this task would also find themselves lacking in the necessary detailed knowledge of the problem. There is however nothing to stop quotas being given to the headmaster.

7. TO OPEN PUBLIC SCHOOLS TO PUPILS IRRESPECTIVE OF PARENTAL INCOME

In the case of assisted pupils, would you expect parents to contribute according to their income towards:

(a) Tuition?

(b) Boarding?

Would you differentiate in this between those assisted pupils admitted for reasons of "need" (not necessarily implying lack of parental means) and those entering purely by choice?

Association of Chief Education Officers

Where it is decided that boarding education is necessary for a pupil, tuition costs should be met in full from public funds. Parents should however be

expected to contribute towards boarding costs according to their income. If pupils are entered purely by choice of parents, then it would seem reasonable to expect parents to pay the full cost. It could however well be argued that since the local education authority is not having to educate these pupils at maintained schools, it could contribute towards the cost of tuition of these pupils also. This practice operates in certain areas where local education authorities pay tuition fees of local pupils admitted to public schools.

. . . Local education authorities should drastically improve the boarding school maintenance scales which they operate. The present scales are unrealistic and parents' income should be assessed for contribution after income tax has been deducted.

County Councils Association

Here again there is a difference between the case of pupils being assisted from public funds to attend independent schools and the case of pupils being admitted to schools within a wholly integrated system. The question posed refers specifically to assisted pupils, and in this case it would seem reasonable for assistance to cover tuition costs but to meet only that part of boarding costs that could not reasonably be met by parental contributions based on an income scale. If pupils entered independent schools purely by choice, then it would probably not be reasonable for any part of the costs to be met without regard to parental means.

Association of Municipal Corporations

Alarm already expressed about the potentially high cost of the process of integration probably accounted for the considerable number of authorities who would expect parental contributions on both counts and in respect of children accepted in terms of need as well as those entering on other grounds. Many authorities believe that tuition should be free, and others that boarding should only be free when need was clearly established, drawing a parallel with the present arrangements for the residential education of handicapped children. The view most consistently expressed was in favour of free tuition but with parental contributions towards boarding costs.

Association of Education Committees

We turn now to administrative arrangements, which present certain problems. The fees obtaining in independent schools vary considerably. It is no less true that the policy of individual local education authorities relating to boarding education may also show substantial variations. The Commission may, therefore, take the view that there would be substantial advantage if some central instrument were established through which arrangements for boarding education for cases submitted by local education authorities could be made. The purpose of such an instrument would be to secure a greater uniformity of policy on the one hand, and, on the other, to provide machinery for securing admission of children to schools which seemed appropriate for their needs, intellectually and otherwise.

There is a further advantage in establishing such an instrument. We think it highly desirable that local education authorities sending children to independent boarding schools should be enabled to do so on the basis of a uniform fee. This has the very great advantage of making a judgement as to the

appropriateness of a particular school independent of the question of the direct cost to the particular authority.

We think it would be desirable for the Department of Education and Science to make direct grant to such a national instrument which would offset the difference between the fee accepted by the local education authority and the actual fee obtaining in relation to a particular school. This principle, in which the Department made such a contribution, would not appear to us to be in conflict with the general financial relations between central and local government which are designed to secure that educational opportunity can be made available on a broadly equal basis by all local education authorities.

Governing Body of an Oxford Women's College

We should expect parents to contribute towards boarding expenses according to their income.

Joint Working Party of the Governing Bodies' Association and Headmasters' Conference

... for pupils sent to our schools by public authority tuition fees should be paid but that parents should contribute according to means towards cost of boarding, irrespective of whether they entered by need or choice. We think that any distinction between need and choice might be a divisive factor within the schools. There is evidence of a "surprising capacity" . . . of parents to pay some contribution.

The Association of Governing Bodies of Girls' Public Schools

It would seem equitable for the tuition costs at the selected public school to be provided from public funds. The cost of residence should be borne proportionately by public funds and the parent, having regard to the special needs of the child and parental income. It will be difficult to devise a system in which the cheapest is not invariably chosen, but if the cheapest school is always chosen, the rationing by price, the saddest but inevitable feature of the present position, will continue to operate. As a rule, given efficient administration, the more expensive article is likely to give more advantages than the cheaper. In all cases parents should make some contribution to boarding and, for those assisted pupils admitted by parents' choice, a larger contribution from the parents might be considered. Fees could be paid on direct grant system lines, or possibly by local authorities though a "pool" similar to that used for teacher training and "no authority" pupils, or by the local education authority nominating the child and the government paying fees.

Professor of Education at a University

No fees for tuition would be payable by the parents. The payment or non-payment of boarding and other maintenance expenses would be an issue to be determined in relation to general policy as it affects also other educational institutions such as universities and colleges of higher education: thus a parental means test or free maintenance or a local scheme could all be considered in this wider context. I myself would favour a parental contribution towards maintenance, in consideration of the availability of non-boarding education at other state schools.

Evidence submitted by an Individual

Surely, this is an impossible distinction? If one chooses something one needs it, in some sense, and if one needs something (and can make the demand effective) one chooses it.

The Governing Body of a Headmasters' Conference School

There appears to be no reason why parents should not contribute according to their income, at least towards the cost of boarding. Indeed if any substantial progress is to be made to the integration of the public schools, one might feel this was essential, and some of us believe that the direct grant system provides a useful working model.

Association of Headmistresses of Boarding Schools

... it was generally held that in case of need the cost of tuition should be borne entirely by the local education authority. If the boarding was the parents' own choice and the case was not considered to be one of need, most of our members thought that parents should contribute to tuition according to their means.

... all parents should contribute to boarding costs according to their means not only if the boarding school were their own choice but also if the decision had been taken because of need. A suggestion was made that the payment of grants should be made on the same scale as those for higher education.

The Headmaster of a Headmasters' Conference School

If Public Schools are to be integrated with the state system it seems logical that all tuition should be free but the boarding fees payable might be assessed according to an income scale. If there is this means test for boarding, then there is no reason to distinguish between assisted pupils and those entering purely by choice.

Parents' National Educational Union

- (a) Tuition rather than boarding.
- (b) Pupils entering for reasons of "need" should have priority.

Assistant Masters' Association

... no differentiation in contribution should be made between pupils admitted for reasons of "need" and those entering "by choice".

Women's Liberal Federation

We would expect parents of pupils admitted on choice to contribute to any excess in tuition costs caused by their children going to independent schools and also to boarding costs as a whole. It might be necessary to impose a ceiling above which the whole costs are paid. This would avoid the undue taking up of places for children to be admitted on choice, by the children of very wealthy broken homes claiming "need".

Association of Assistant Mistresses

It is felt that parents of assisted pupils should be expected to contribute, according to their income, towards boarding expenses, but not towards tuition. There are some who feel that tuition should be free to all pupils whether they attend from need or choice.

The Woodard Corporation

Parents should receive a grant equal to tuition in state schools, and over and above this a means test should be applied. We would expect parents to contribute according to their means.

Free Church Federal Council

In the case of pupils admitted to public schools or boarding schools by the decision and with the consent of an authority, the parents should be expected to contribute, according to their means, to the expense of boarding but not of tuition. In the case of pupils admitted at the request of the parents, though necessarily with the consent of the authority, contributions should be made according to means both towards boarding and tuition.

Governing Body and Headmaster of a Headmasters' Conference School

(a) Tuition should be free.

(b) Boarding should be paid by the parents according to circumstances; in so far as they cannot pay, the balance should be met by local education authority and central departments. We would not differentiate between those who enter by need or choice. Availability of funds must however remain a determining factor.

Women's Employment Federation

Parents of assisted pupils should not be expected to contribute towards tuition fees, but a sliding scale of charges for boarding might be levied on the lines of tuition fees charged for residuary place holders in direct grant day schools.

Association of Headmistresses of Recognised Independent Schools

... all parents should contribute according to their means to the costs involved, and that there should be no distinction made between those entered because of "need" and those entered by choice.

Professor at a University

... parents of assisted pupils in public schools ought not to be asked to make a contribution (according to their income) towards the cost of tuition, which it is felt should be free. Views are much more divided, however, about a contribution towards boarding.

Confederation of British Industry

Parents should contribute to both tuition and boarding, because people value most what they pay for. If, however, public schools were integrated into the state system, there would be no justification for charging tuition fees. Boarding fees might be based on a means test.

Incorporated Association of Preparatory Schools

Assisted pupils will no doubt be recruited largely from the maintained system. Any plan which sought to compel parents (accustomed to free education) to pay tuition fees—even qualified by a "means test"—would introduce a criterion of selection contrary to the whole purposes of the Commission's brief.

Boarding fees are in a different category. We consider that parents should be expected to contribute according to means. We would not distinguish between cases of need and cases of simple choice.

Governing Body of a Headmasters' Conference School

We are in favour of a contribution, according to means, to the total fees. No difference between "need" and choice.

Socialist Education Association

If the public schools were properly integrated into the state system the question of a parental contribution towards the cost of tuition would not arise.

The cost of boarding should be standardised on a national scale and depend on parental income.

Joint Working Party of the Governing Bodies' Association and Headmasters' Conference

. . . tuition should be free for assisted pupils in any association with the state. In other words, the parents of all such pupils should have tuition paid for them at least up to an amount which is known to be the cost of educating a boy of similar age in a maintained school.

Equally it is felt that parents should contribute towards boarding according to their income. In view of this it would seem undesirable to distinguish between "need" and choice, provided that the scale of allowances was sufficiently generous. It would be regrettable, however, if those in real need were prevented from choosing boarding education simply because of the imposition of a means test.

Liberal Party Organisation

We suggest that a solution should be explored on the following lines. Public schools coming into the scheme would agree to accept between one third and one half of their entry from local education authorities on a "pool" basis. Fees would be divided into boarding and tuition fees. For boarding the local education authority would pay the fee that it at present pays for boarding in a maintained school recovering a contribution from the parents on an income scale. This would leave a "gap" (which might be approximately £50 per annum) between the boarding fee received by the school for these pupils and the actual cost of boarding. The public schools would undertake that where the local education authorities' claim on the parents fell below a certain figure they would meet the whole of this gap (possibly from scholarship or endowment funds which would restore these funds to their original purpose of educating *poor* scholars). Above this figure the school would also make a graded claim on the parents, until comparatively rich parents were paying the whole of the boarding fee either to the local education authority or to the school. As tuition fee the local education authority would again pay the recognised "out-county" fee for tuition in a secondary grammar school. This would again involve a "gap" (perhaps of the order of £100 per annum for children under 15, but only £20 above that age). To meet this gap the Ministry might recognise these schools for direct grant, paying a capitation fee towards the tuition of all pupils, but *some* contribution would also be expected from the school itself. This could only be provided by raising

fees to those who were not supported by their local education authorities, but we believe that schools could undertake this for the following reasons:

- (i) it has worked in America and in some British schools;
- (ii) it need not be a large increase;
- (iii) it would be paid for something which would benefit the school and the sons of those paying it.

Women's Group on Public Welfare

- (a) Tuition should always be free.
- (b) Boarding fees might be subject to remission on an approved income scale.

Friends' Educational Council

A small religious denomination such as ours is at a great disadvantage in regard to help from public funds for the education of its children. It is not able to use day schools yet financial assistance for attendance at boarding schools on religious grounds is very rarely forthcoming.

Headmasters' Association

For pupils admitted because they need a boarding education we would expect tuition to be free, and a contribution on an income scale to the cost of boarding.

For pupils sent to boarding schools on grounds of parental choice we think tuition should be free, but there should be no contribution from public funds towards the cost of boarding.

National Association of Divisional Executives for Education

It is important in any scheme of integration that the whole cost of tuition should be borne by the state authority (whether paid from local authority or direct from central government resources). Without this principle any attempt at integration may well prove abortive.

... "need" has not to be measured merely by lack of parental means, but having regard to the fact that the parents would be liable for the maintenance of the child at home in normal circumstances, it is difficult to justify any system under which no charge is made in respect of maintenance in an educational institution.

Association of Headmistresses of Preparatory Schools

Parents should contribute on an income basis to boarding expenses, certainly. This would involve a statement of means, but this is accepted by parents of university students. Tuition should be free, as is customary in state schools. Ideally this should be so for all (assisted pupils and those entering purely by choice).

The Harpur Trust

... it would probably be contrary to the national trend to require the parent of a new local education authority entrant to pay tuition fees, but we see no objection to requiring parents to contribute on an income scale to boarding fees. If a fee-paying parent subsequently requires assistance he should be

required to contribute both to tuition and boarding fee according to an income scale. We would suggest the adoption of a nationally agreed income scale applicable generally, as in the remission scale for direct grant schools or as envisaged in the Martin Report of 1960.

8. OTHER INDEPENDENT SCHOOLS

- (a) **As and when the public schools are integrated with the national system of education, should any or all of the considerable number of other independent secondary schools be integrated in a similar way?**
- (b) **Should preparatory schools (and other independent primary schools) also be brought into some form of integration or alliance with the state system?**

Association of Chief Education Officers

The Association consider that it is essential to the freedom of society that the public schools should continue to exist with a measure of freedom from national or local control, except so far as the recognition of efficiency is concerned. If this is so, there is no necessity to attempt to *absorb* the independent school system. These schools would not be allowed to be associated with local education authority system unless they reached a certain standard. Association with a local education authority system would therefore be a distinction to be achieved rather than a fate to be avoided.

The Association see no reason why preparatory and other independent primary schools need be integrated with the local authorities' system. The Association consider that if Part III of the Education Act is properly implemented, this will safeguard the interests of children and parents. As the local education authorities' primary schools improve, so small local independent schools tend to decrease in number and size.

Association of Municipal Corporations

It may be asked what function the preparatory schools would serve if attendance at them ceased to be a pre-requisite for admission to public schools. If there were a wide closure of preparatory schools, some authorities would be faced with a very considerable building problem.

Joint Working Party of the Governing Bodies' Association and Headmasters' Conference

- (a) This is a very difficult problem. If, for example, the present class of fee-payers at Headmasters' Conference schools was reduced by 50 per cent, what would they do? Might they not send their children to other fee-paying schools, thus starting elsewhere just the set of problems with which the Commission has been set up to deal? Our own belief . . . is that it must consider the whole range of independent secondary education, though we fully realise how difficult an assignment that is.
- (b) . . . preparatory schools are a very important link in the independent system, and also provide a large proportion of the boarding places available at primary age. And if there is to be a gap between the entry ages to public and state secondary schools we do not see how it can be filled without the aid of the preparatory schools, day and boarding.

Association of Headmistresses of Boarding Schools

It is desirable and probably inevitable if they remain linked with public schools that preparatory schools should be brought into some form of alliance with the state system. The importance of comparable syllabuses at all junior schools, whether preparatory, local education authority or independent primary, should be stressed.

Parents' National Educational Union

(a) and (b) No. Different types of education suit different pupils and parents must be allowed "freedom of choice" as insisted upon in the Education Act.

Association of County Councils in Scotland

... independent secondary schools which do not rank as public schools should as soon as practicable be integrated with the general education system to at least the same extent as the public schools. There are already examples in Scotland of a substantial number of pupils being admitted to independent secondary schools by agreement between the governing bodies and the education authorities.

Assistant Masters' Association

... other independent schools should be integrated if they come up to the requirements of inspection, although provision should be made for pioneer and experimental schools to remain outside.

... some preparatory schools should be brought into "some form of integration or alliance" the criterion being the established educational needs of the area. More important is the inspection of such schools, since the provision of adequate primary education conditions is an essential pre-requisite.

Church Schools Company

As governors of public independent schools we strongly maintain that these schools must preserve their independence. Children are different; they have widely different needs and potential. Proper provision for this will only be made by a variety of schools.

The Woodard Corporation

Independent secondary schools whose headmasters are not members of the Headmasters' Conference should be integrated if recognised as efficient, otherwise there will certainly be divisive influences created. We also believe that it would be essential to integrate these schools in order to assist in forming a comprehensive system throughout independent boarding schools.

... preparatory and independent primary schools should have places available for children of parents of lesser means assisted by the state, particularly because many of these are such good schools also particularly because they provide the main facility for boarding at primary age.

At the same time we feel that the opportunity must remain for schools to be developed, at least in the first instance, independently.

Free Church Federal Council

If the public schools are integrated into the national system, on whatever plan, other independent secondary schools should obviously be integrated in a

similar manner, though it might be hoped that those with special features which are agreed to be desirable or permissible should be allowed to retain them, whether such features are of an educational nature or in the interests of some particular religious denomination.

The place of non-provided preparatory schools should correspond with whatever plan for integration is eventually adopted for public schools. Where they meet special needs or are of advantage to any particular class of people it should be made possible for these needs to be met and advantages to be retained.

Methodist Education Committee

The important thing is to ensure that preparatory schools (and other independent primary schools) provide education of a satisfactory standard.

The Governing Body and Headmaster of a Headmasters' Conference School

The distinction between the public schools and "other independent schools" is essentially arbitrary and all that are efficient should be treated the same. Preparatory schools should be similarly integrated.

Women's Employment Federation

In view of the connection between the preparatory schools and the public schools we think the former should certainly be brought into alliance with the state system. The age at which children leave the preparatory school for the next stage of their education should be brought into line with that at which primary children move on. The curricula of the preparatory and primary schools should also be brought more into line.

Association of Headmistresses of Recognised Independent Schools

All schools of whatever type should be treated alike; the only criterion should be that of efficiency in the discharge of the functions for which they exist.

National Association of Head Teachers

We are generally of the opinion that they should, provided that they are recognised by the Department of Education and Science as efficient. Some of us feel, however, that such action would remove an important ingredient from the English educational system, viz. parental choice, and believe that if these schools are "integrated" they should still be recognisably distinct so that parents could choose to use them if they wished.

. . . agree in principle to "some form of integration or alliance". We feel that the academic standards of many of these establishments fall short of what is desirable but that where standards are good the principle of parental choice referred to . . . is worth preserving.

Socialist Educational Association

(a) Yes. Otherwise the whole exercise is pointless.

(b) Preferably, yes. If the question of cost is crucial, the independent primary schools could be left to wither away.

Incorporated Association of Preparatory Schools

Independent schools set store by their autonomy. It gives them freedom to experiment; it leaves them free to choose their own staff and their own pupils; to spend money in whatever ways they wish and to regulate the fees. They value their freedom because, responsible to no outside body, they feel particular responsibility towards the boys who have been placed in their charge. Not all of these factors operate all the time; not always do they work for the good of a school. Not all are unique to independent education. But collectively they justify, in theory and in result, the tenacity with which independent schools cling to their independence.

Inevitably there must be areas in which the state or local authority will want a voice in the conduct of any school to which it commits pupils at public expense. We know from the experience of the direct grant schools that the reins can be held lightly.

I.A.P.S. schools being small, their headmasters probably exercise more personal control than the headmasters of independent schools of other kinds. The willing surrender of this control is therefore likely to be the largest single barrier to the wider use of the schools. But the last thing we should wish is that this issue should cause a breakdown in any future planning. We believe that the problem is in danger of becoming over-emphasized. Many I.A.P.S. headmasters would be willing to put the matter to the test. Their experience might show others that the fears commonly expressed about control are groundless.

Workers' Educational Association

In our judgement it is vitally important that the Commission, when it has completed its main task of recommending measures by which independent schools within the orbit of the Headmasters' Conference and the two Governing Bodies' Associations can be integrated with the state system, should address itself to the problems presented by the other independent secondary schools. For example, it would be a serious subversion of the work of the Commission if, after having secured an agreed plan of integration with the independent schools which come immediately within the terms of its remit, it had to confront the not improbable prospect of a considerable expansion of independent secondary schools in the non-integrated sector, in response to the demands of affluent parents whose children had had their chances of entry to integrated boarding schools severely reduced by the system of assisted places.

We believe that, in order to meet this contingency and to keep the growth of non-integrated secondary schools within constructive bounds, the Commission should recommend some re-definition of the conditions under which these schools are at present required legally to work in order to qualify for registration. One of these conditions should be that all of these schools should be obliged to seek the recognition of the Department of Education and Science as efficient, and should be open to Her Majesty's Inspectors. It should be open also for any independent school in this category to apply for integration with the state system, provided that it is approved as efficient by Department of Education and Science inspection and accepts the terms negotiated by the Commission with the already integrated independent schools.

We find little justification for the continued existence of the present large

number of preparatory schools (and independent primary schools) once the public schools have entered into an integrated relationship with the maintained system and started drawing the majority of their recruits from maintained secondary schools. The only exception that we can foresee concerns those few preparatory schools which could serve the national system by adapting themselves to give boarding education to various "need" category cases that are below secondary school age.

Association of Head Mistresses

. . . all schools recognised as efficient and not run for private profit should be given the opportunity to make their contribution to the national need, which is very great. Indeed, were such schools to come to an end within an appreciable number of years, the other establishments would have extreme difficulty in absorbing the children.

. . . there is a need for boarding education for children of primary school age which calls for an alliance between such schools and the state system and indeed for more of them to be developed. Most parents very properly wish to have their younger children at home, but there are circumstances in which boarding places for girls under secondary school age are highly desirable and sometimes even essential.

Joint Working Party of the Governing Bodies' Association and Headmasters' Conference

As far as preparatory schools are concerned, it would seem sensible that those with a boarding side should be brought into association immediately if the public schools for which they prepare are to be so associated. Consideration of the purely day preparatory schools, of which there are many, might possibly be delayed for some time. This would have the merit of making changes gradually, which we approve in the general approach to the question of closer association.

Friends' Education Council

We attach great value to freedom to experiment and we hope that nothing the Commission may propose will prevent in the future the starting privately of experimental schools which in the past have so often made valuable contributions to the development of education as a whole.

Headmasters' Association

- (a) We would leave other independent secondary schools; in a free society there can be no legitimate way of preventing their existence.
- (b) There should be some form of alliance with the state system to provide for children who need boarding education while of primary school age. Otherwise we think that efforts should be concentrated on improving the primary schools.

Society of Headmasters of Independent Schools

We must have a sector of independent education where experiments are carried out, discussed and modified, so enabling the whole process of education to progress.

The Harpur Trust

We envisage that any voluntary organisation proposed for the public schools (many of which include preparatory departments) should apply to other fee-paying schools.

Church of England Board of Education

If integration means the way in which the public schools should, as we have said above, "take their part", we would say this. Since the dividing line between the "public schools" and the other independent boarding schools recognised as efficient is of a shifting and to some extent arbitrary character it would seem to us wholly illogical to treat the two categories of school differently. In so far as there is a need to extend the opportunities of boarding education there would be clear advantages in providing the widest possible field of choice, both geographically and in type of school, and the largest possible number of places. On the assumption that broadly the same number of parents as at present will continue to wish to send their children as fee-payers to independent schools the admission of pupils from the public sector of education to the existing public schools will clearly increase the total demand for boarding places. We therefore believe that association with the state system should be open to all recognised and efficient independent schools on the same terms.

Governing Body of a Headmasters' Conference School

There is a clear and insistent demand for "independent" education. If the public schools alone are integrated, the demand will be met by other independent schools. These will either be inferior, which is clearly undesirable, or they will be, or become, equal or superior in which case there will be the same reasons for integrating them, and we shall have to start all over again.

Governing Body of an Oxford Women's College

(a) Yes, all.

(b) Integrated or allied in some way.

9. AGE OF ENTRY

What adjustment of the normal age of entry to public schools (13) (and thus the normal age of leaving preparatory schools), or of entry to state secondary schools (11), do you consider would facilitate a closer relationship between the two systems?

County Councils Association

The question of the adjustment of the normal age of entry to public schools or of entry to maintained secondary schools is one that should not be resolved until the Central Advisory Council have reported on the transfer from primary to secondary education. Clearly a closer relationship between the independent and maintained systems would be facilitated by the use of the same ages of entry, but with the development of different types of school within the comprehensive pattern the uniform date of transfer from a "primary" to a "secondary" school will disappear.

Joint Working Party of the Governing Bodies' Association and Headmasters' Conference

We do not think that boys are ready for the life of a boarding secondary school until they have reached the age of about 13 (though some of us admit a few boys aged $12\frac{1}{2}$ to 13). We note that the Secretary of State will now approve schemes of reorganisation which include a middle school running from 9-13; and this would fit in with us very well. If the age of 11+ is retained in the state system we can see no alternative but to cover the gap by junior schools (where they exist) or by the preparatory schools.

Steiner Schools Fellowship

In all types of education, when changes of school have to be made, the age of 13 is far better than the age of 11.

Women's Liberal Federation

We would like to see the state system adapted so that 13 became the normal age to start secondary schooling.

Association of Assistant Mistresses

It is generally agreed that a uniform age of entry is required, and there is a slight preference for the age of 13, though a minority would prefer a flexible age of entry, between 11 and 14 dependent upon individual needs.

Association of Chief Education Officers

It is difficult to offer an opinion on this matter now that many local education authorities are changing the age of transfer of children from primary to secondary education. It is no longer true to say that the universal age of entry to maintained or aided secondary schools is 11 years of age. The position is further complicated by the fact that the Central Advisory Council for Education will shortly be reporting on the matter. In general it would appear that a reasonably close approximation of entry age between local authorities' schools and public schools is to be preferred.

Headmaster of a Headmasters' Conference School

Perhaps the greatest difficulty in any form of integration between the independent and the state systems of education has been due to the different age selected for beginning secondary education, which has made any transfer from the state to the independent extremely impracticable.

The experience of the last 8 years has shown that:

- (i) Boys can probably be accepted at any age provided they can fit in to the appropriate class for their age.
It is obviously undesirable to accept a 16 year old into a 14 year old class; or an 11 year old into a 9 year old class.
- (ii) All boys between 11 and 13 progress in every way quicker and better if they have at least 2 years in a smaller unit (i.e. the junior school of 180 boys) before joining the senior school.
- (iii) Boys from primary schools (provided they are of average intelligence) can learn sufficient Latin, French, Algebra and Geometry between 11 and 13 to be able to take their stand with contemporaries from outside preparatory schools at 13.

Association of Headmistresses of Preparatory Schools

Entry to all types of secondary education at 13 seems to be indicated. This would be helped by agreement between state and independent schools on syllabus. It might be advisable to leave the entry age as 12 or 13, moving to 13 at a later date when the primary schools have made adjustments to 12 as their leaving age and are ready to extend a further year.

Association of Municipal Corporations

At present pupils supported by local education authorities enter boarding schools at ages from 11 onwards. Those that take pupils at 11 would presumably find no difficulty in continuing to take them at that age, or at 12 or 13. Those that take entrants at 13 plus would have to indicate (a) whether they would alter their age of admission, or (b) what qualifications they would require for a pupil from a maintained school at that age. (It is assumed that not all entrants would come from existing preparatory schools.) There again authorities would need to exercise care that a selection procedure did not syphon off ability from the maintained schools at 13 plus.

Incorporated Association of Preparatory Schools

We may be asked to modify the age-range of our pupils. We should do this with reluctance, not because we have become accustomed to the existing arrangements, but because we believe that we have, more by an accident of history than by design, found the ideal transfer age of 13. We base this belief less on academic grounds than on our experience that boys in the five years preceding puberty form a relatively homogenous psychological group, responsive to more or less the same approaches. We hope that we should not normally be asked to hand on our boys at a younger age.

British Medical Association and Medical Officers of Schools Association

The Committee favours leaving the age of entry into public school at 13 years; an educational hurdle at the age of 12 or 13 years is thought to be preferable to one at 10 or 11 years.

A Member of the Society of Women Writers and Journalists

If public schools are to remain largely boarding establishments, . . . the age should not be reduced; the longer the child can remain with the family, the better. But the state secondary school entry could easily be raised to 13. The larger the delay before a child has to be "categorised" the better. Thirteen is early enough to be saying whether the child has special talents for the classics or science or woodwork (the matters by which "grammar" or "comprehensive" are now selected).

Association of Governing Bodies of Girls' Public Schools

Girls' schools are on the whole fairly flexible on this, and their common entrance examination is geared to entry at 11 plus, 12 plus and 13 plus. An adjustment that enabled the normal age of transfer from state primary or independent preparatory schools to state secondary schools or public schools to be the same, would be welcome; it would greatly increase the flexibility of interchange between the two systems.

Association of Head Mistresses

Girls' schools are more flexible in their policy of admission than boys' schools. At the present time, many girls enter at 11, but others do so at 12, 13, 14 and even 15 or 16. We think that this flexibility is a very important and valuable feature of girls' schools, and that its continued existence will enable schools in the two sectors to complement each other in the service of parents and children.

Governing Body of an Oxford Women's College

This age of entry should be elastic. Children develop in every way at different rates. 11-13 years would be a suitable age range.

Association of Headmistresses of Boarding Schools

The age of entry to girls' independent schools is very flexible; it can be 11 plus, 12 plus, 13 plus or even older for girls with individual difficulties, for example late developers, those from abroad, or those whose circumstances have changed so as to make a move from day school to boarding school desirable. A number of schools also accept girls into the sixth form. There is therefore no problem and no need for adjustment of the normal age of entry for girls to public schools and state secondary schools. Many girls already in boarding schools have received their preparatory education at local education authority primary and junior schools.

National Joint Committee of Working Women's Organisations

It is now generally thought that the age of about 12 years is the right age for a child to go to boarding school but the National Joint Committee recognises that in some instances it may be necessary to have boarding schools for children at an earlier age.

Parents' National Educational Union

12-13 years. This would facilitate a closer relationship between public, independent and state schools.

Educational Institute of Scotland

We see no reason why the private sector should not conform with the public system and make 11 or 12 its normal age of entry.

The Governing Body of a Headmasters' Conference School

All our dayboys and some of our boarders come to our junior school at the age of 11, and then start the traditional "grammar school" course (French, Latin, Algebra, Geometry, Science). This gives the clever boy 4 years to 'O' level, the "ordinary" boy 5 years. If a start at 11 is acceptable (and it is found at other public schools and in direct grant schools), problems relating to the age of entry disappear unless they are recreated by the reorganisation of secondary education in the maintained sector.

Socialist Educational Association

... the public schools should be integrated into the state system in which, as the question notes, the age of entry is normally 11.

Headmasters' Association

... the two systems would more easily be brought closer together if there were a common age of entry to secondary schools. This will presumably be the subject of the report by the Plowden Committee; in the meantime we favour twelve years, on the understanding that the primary schools will *all* start teaching certain subjects (e.g. French) which some of them provide already.

Joint Working Party of the Governing Bodies' Association and Headmasters' Conference

The most helpful change that could be made with regard to age of entry would be to ensure that in future there is a common age for starting secondary education, whether this is at a boarding public school or any other secondary school. Many of the difficulties in the past have arisen because of the different ages of entry to the two systems. This difference made it practically impossible for a boy to go direct from a primary school to a boarding public school unless this had a junior department. Generally speaking a boy had to leave the primary school at eleven, and spend two years in a secondary school before going on to a public school at thirteen. This was bad for the boy, for he had probably formed a real loyalty to his new school after eleven and was in some difficulty when uprooted again at thirteen; it was also disliked—understandably—by the school he was leaving. It is not surprising that practical difficulties of this kind have strengthened the reluctance of many local authorities to send boys to our schools. Any arrangements which result in a common age of entry would possibly also bring the curriculum of the preparatory and the primary school closer together; nothing but good can come from that.

The present usual age of entry to a boarding school—13 plus—has a great deal to recommend it, and it has the backing of much experience in boarding education. Yet 12 plus, the suggested age for secondary education proposed by Plowden, would not present insuperable difficulties to our schools, though it would involve a good deal of replanning and reorganisation, together with the expenditure of considerable sums of money. Nevertheless, the real advance would be that it would no longer be necessary for a boy in a primary school to change schools twice.

As many and various schemes are being drawn up by local authorities, according to their interpretation of comprehensive education, it may well be that our schools could play a part by taking boarders into their sixth forms at 16. We should be willing on our part to do this, and to study any scheme of transfer which might prove helpful. This we believe to be preferable to the establishment of sixth form colleges, or similar institutions, the objections to which it would not be appropriate to elaborate here.

Association of County Councils in Scotland

The average age of admission of pupils to secondary schools in Scotland is 12 years. The Association considers that integration of the public schools and preparatory schools with the state system of education would be eased if the same age of admission were adopted for all secondary schools and the Association would favour admission at about 12 years of age.

Woodard Corporation

Most of us think that 13 is the best age, but we find two good reasons for accepting 12 instead. First, the age of leaving school is tending to drop, and we approve of a system which gives children about 5 years at their secondary schools. Secondly, we think that girls should, on the whole, make the change earlier than boys, i.e. earlier than 13; and in the interests of a common system we feel that a general change at 12 (rather than, say, 11 for girls and 13 for boys) could be accepted if it is administratively desirable.

Association of University Teachers (Scotland)

Compromise on twelve.

Free Church Federal Council

As the present ages are 13 and 11, 12 would appear to be a suitable compromise.

Independent Schools Association Incorporated

The adjustment between the preparatory leaver to the public school at the age of 13 and the state primary at the age of 11 is being brought closer together by the proposal to change the end of primary education to the age of 12. A compromise both ways round on this would be of benefit to all.

National Association of Divisional Executives for Education

It is of great importance to any scheme that there should be a uniform age of entrance (as one of the major conditions for integration) and since over the vast area of state education the Plowden Committee has recommended an entry age of 12 plus to secondary education, we think this should apply universally, to the new conception of public schools.

National Association of Head Teachers

We consider that there are two possibilities, each with its own merits. Successful transfers have already been made at 13, and at this age has allowed the state school pupil to start on some of the subjects which have hitherto been offered in preparatory schools but not in primary schools, e.g. French, Latin, Mathematics. This age of transfer would also be very suitable for pupils who had attended the new "middle" schools.

Transfer at 12, on the other hand, as recommended by the Plowden Committee, would provide a typical British compromise. The new developments in primary education, in the teaching of modern languages, mathematics and science, have done a certain amount to bring the two systems closer together as far as curriculum is concerned. These developments in primary education are, however, by no means universal and it will probably be necessary for much more to be done before transfer at 12 can operate smoothly.

We are of the opinion that if the age of transfer, in the state system, is raised to 12 there would be little point in the private system retaining a transfer age that differed from the state system by only one year. One reason for not recommending 13 for state schools is the time needed, by those preparing for examinations, to do so. Despite the tendency for public schools to place greater emphasis on examinations at 18 than at 16, there is nevertheless an

element in independent schools for whom adequate time in which to prepare for an examination at 16 is an important factor.

We therefore recommend the mid-way position, *viz.* 12, as one that both sectors could find acceptable.

Headmaster and Governing Body of a Headmasters' Conference School

There are good arguments for 11, 12 (customary in Scotland) and 13 as the age for transfer; they will never be resolved. The only important thing is that age of transfer should not make movement from day to boarding and *vice versa* difficult. If all systems can be retained with an element of choice to meet individual circumstances, well and good. If not one should give way to the other so that age of transfer cannot continue as another artificial divisive barrier. In our experience boys under 13 are too young for the large boarding school and thrive better in a separate boarding department. (We have our own preparatory school with entry at 11 or younger).

Church of England Board of Education

We think the age of entry should be based on educational needs only. An age-range of 11–19 is too wide. It may even be that 13–19 is too wide. But in foreseeable circumstances the least difficulty would probably be to have the normal age of entry to public schools at the age of 12, as is proposed in the Plowden Report.

Workers' Educational Association

We have already stated our view that 16 is the best age for transfer from state secondary school to independent boarding school, and that, in any case, transfer should not normally take place earlier than the age of 13. Both ages of transfer accommodate themselves conveniently enough to two of the comprehensive tier-structures now being planned by the local education authorities. The relation between state and independent sectors would in some measure be simplified if the primary stage in all maintained schools were prolonged to the age of 12. The solution of this matter awaits, of course, governmental decision upon the Plowden Report. In any case, we believe that it is axiomatic that in working out this new relationship and consequential changes such as ages of transfer, recruitment, etc., adjustment should be towards the public sector, and not the other way round.

10. EXPERIMENTAL SCHEMES

Are there any particular types of experimental scheme which you consider the Commission should undertake in accordance with the terms of reference?

Joint Working Party of the Governing Bodies' Association and Headmasters' Conference

Some schools might be willing to experiment with new patterns of boarding; e.g. weekly boarding and (where this is possible) day boarding. . . . local education authorities may be encouraged to add to the variety of their local provision by taking some of the day places available in our schools. . . .

One of the main characteristics of many of our schools is their strong sixth

forms. It has been suggested that some of our schools might become sixth form colleges. We have always opposed the two-year sixth form college; but there may be other types of sixth form college, or other forms of school organization consequent upon variation in the age of transfer, and we should be interested to discuss these. We have always favoured the idea of sixth form transfer.

We assume that in mentioning "experimental schemes" the Commission had in mind schemes of entry. But we hope they would also look favourably on other, more academic, types of experiment. Because of our sixth forms and the staff needed to run them we are often well placed for experiments of this kind: we instance work now being done on the Nuffield Science Projects, the School Mathematics Project, the use of language laboratories, and the development of Technical Projects Centres. For this kind of experiment we provide a useful field.

Association of Chief Education Officers

There is little doubt that there is a number of experimental schemes already in existence which the Commission could with profit investigate, rather than attempt to undertake them on their own behalf. The Association have in mind such schemes as the linking of public schools with other day schools in their neighbourhood, and the admission of scholars to be boarders at the sixth form level. Examples can probably be found more readily among direct grant schools. The Association consider that the Commission could investigate the particular qualities of the direct grant school system, particularly the effect of the admission of large numbers of local education authority sponsored pupils on these schools, many of which are public schools. Much can be done by local education authorities to improve relationships with public schools in their areas. The Association are certain that public schools would respond willingly to invitations to members of their staffs to visit and indeed to work in maintained schools for a time on an exchange basis. Some local education authorities already invite staffs of independent schools to participate in locally organised courses for teachers, both as members of the course and as lecturers on them.

County Councils' Association

Transfer of some pupils from maintained schools to public schools for sixth form courses, and the possible development of some boarding schools into sixth form colleges.

Development of schemes of co-operation between selected authorities and independent boarding schools in the locality to see how the needs of the authorities could be met, within a framework of weekly boarding that would give the pupils adequate contact with their homes. Such schemes would provide information on the character of schools likely to meet different needs, the number and range of such schools found necessary to match the various needs, the special treatment, if any, that the children were found to need, parental reaction to the choice of schools, and the ease or difficulty of reaching agreement with the schools concerned.

Short-term boarding for one, two or three terms, using maintained and independent schools. A scheme of this sort might well be related to the needs of children of limited ability or attainment, as described in "Half our Future". A closer association between public schools and maintained schools for

curricular and extra-curricular purposes, including shared use of teaching staff and of facilities for curriculum development and teachers' conferences and courses.

Association of Headmistresses of Boarding Schools

It would be valuable to set up a clearing house to let local education authorities know what opportunities and courses are offered by the various public schools. The Boarding Schools Association are developing work of this kind and collaboration with them might produce useful results. Local education authorities should be in a position to give far more information to parents than they can at present.

We should welcome an investigation into the possibility of sending children with certain physical disabilities to normal schools and providing the necessary adaptations to buildings.

Parents' National Educational Union

The Commission should undertake research into the needs of (a) especially gifted (b) handicapped pupils and (c) the ways and means of reducing the sizes of classes so that some of (a) and (b) can be integrated and dealt with with their social age groups.

Educational Institute of Scotland

We would suggest that there are opportunities for worthwhile experimental schemes in the Highlands of Scotland where it has become necessary to provide residential schools on a much larger scale than has hitherto been conceived, or considered tolerable by the parents in that area, in order to provide the children there with a comprehensive education comparable with the best that can be obtained elsewhere.

Joint Working Party of the Governing Bodies' Association and Headmasters' Conference

Any solution of the boarding problem will be impossible without . . . [a] "central instrument". Its immediate functions would be to co-ordinate policy among local education authorities and provide financial equalisation by some form of "pooling" scheme.

It is possible that some schools, especially if they have some common links, might be able to form themselves into groups which between them might be able to accommodate a wider range of ability and offer a wider range of choices than any single school. The precise nature of such grouping would need much discussion; but this could start now, and we would be prepared to initiate it.

Women's Liberal Federation

. . . experimentation in mixed junior colleges for over 16 year olds, and more research and experiment into the best way of educating the child of extremely high intelligence.

Governing Body of a Headmasters' Conference School

We should welcome experiments. We have for a long time been offering two places a year, each, to the Hampshire and Hertfordshire local education

authorities, and would have offered many more to local education authorities if they would have been accepted. Even these four places have not always been filled, but there has been an average of about three a year so that there are usually about 15 of these bursars in the school at any time. The parents are mostly middle class, but from a wider range than would otherwise be able to afford to send their sons to us.

The governing body has also expressed an interest in some form of sixth form transfer, and one of us recently visited Mexborough School, and was impressed by what he took to be the success of an experiment on these lines there—without, of course, the financial complications that might arise at a boarding school.

Association of Governing Bodies of Girls' Public Schools

- (i) If in a suitable area there is a known, or very probable, demand for boarding education and there happens also to be a boarding school about to close as is happening in some places, might not the governors of that school be invited to initiate an experiment with weekly boarding for both fully fee-paying and non-fee-paying or partially-assisted pupils?
- (ii) In view of the "new challenge to boarding education" indicated by Dr. Royston Lambert, should an attempt be made to persuade a local education authority in the North to set up an Ottershaw in its area?
- (iii) Might local education authorities in the North and South be invited to set up an Ottershaw for girls, one in the South and one in the North?
- (iv) Experiments might be initiated in boarding school education. This should include boarding co-educational schools, accepting the fact that short periods at such schools can be beneficial and that the environment of a large town might be an advantage.

We want the public schools to be available to more people but think this is impossible without Government finance.

Free Church Federal Council

The following might be brought into consideration:

- (i) The record of schools which implemented the Fleming Report.
- (ii) The Marlborough Scheme.
- (iii) The Shrewsbury Endowment Fund Scheme.
- (iv) The advantages or otherwise of the type of intake and methods practised by Christ's Hospital.

Methodist Education Committee

- (i) . . . a survey might be made amongst a group of parents to find out why they do or why they don't send their children to boarding schools.
- (ii) . . . an experiment in which all the boys or girls at a day school (or a significant proportion of them) would become boarders for two (or three) years, say from the age of thirteen to fifteen or sixteen years.

Confederation of British Industry

A compulsory period of boarding education, of 3 to 6 months after leaving school and devoted to all aspects of citizenship, might be introduced.

Socialist Educational Association

No. We are in favour of experiment in education, much of which already goes on in the state system, but we do not consider that experiments specifically on how to solve the problem of the public schools are necessary.

Headmasters' Association

We think there might well be experiments, but would emphasise that the value of experiments dealing with human beings cannot be assessed over a short period.

Some possibilities are:

- (a) To let pupils have short periods of boarding at different ages.
- (b) Boarding schools and day schools to exchange some members of staff for a year at a time.
- (c) Similar exchanges between pupils at boarding and comprehensive schools.
- (d) A pilot scheme linking an independent boarding school and a comprehensive school.

Association of County Councils in Scotland

There is some evidence that pupils can derive great benefit from a period of residence at a boarding school extending over one or two years, but it is uncertain at what age the greatest benefit is derived from a limited period of boarding education. Experiments could be conducted by placing pupils of different ages in boarding schools for one or two years in order to determine the advantages, if any, and at what age the greatest benefits are so derived.

Association of Head Mistresses

Short periods of boarding experience in term time could be of great value to many under-privileged children, whose home life suffers from various social handicaps.

Such short periods would be helpful to children of average or less than average ability, but also to others, especially if they were organised for specific projects, such as local studies of field work, archaeology, geology or for special activities in connection with instrumental music, art, sculpture or dance.

Holiday courses for children in boarding schools could be of great value too, for city dwellers who have little scope for outdoor holiday activities at home, and for country dwellers who do not ordinarily get the chance to visit centres of interest outside their own districts.

The most suitable age for such experiments is open to much debate, but there are strong arguments in favour of giving eleven-year-olds short spells of boarding experience, especially if their own teachers could be amongst the staff in charge: also school leavers who are not going into sixth forms could benefit from them in the last year or term before they leave, and people who have completed 'A' level G.C.E. examinations might well profit by two to three weeks of well organised residential life at the end of the summer term. We think there is much scope for experiment in short-term boarding projects.

Girls' Public Day School Trust

As the key question is stated as being, "How can integration be achieved?" the first question it seems to bring in its train is, "How can it be financed?" We therefore suggest an experiment should be instituted in financing a form of integration. It is perhaps to be expected that we should turn naturally to proposing that the form should take that of a direct grant, for it is our own special experience that through the existing direct grant regulations we have been enabled to integrate our own schools with the state system.

We suggest that a pilot scheme, involving two or three independent schools, should be attempted whereby a proportion of the entry should be awarded as free places. The proportion would need to be sizeable, possibly 25 per cent even, not just to remove the traces of the former scheme that became known as the "guinea-pig experiment", but so that the defects that were present in that scheme were not repeated.

We consider it essential for the scheme to be financed by grants from central government and not by local authorities. Our suggested method would demand that the costs of tuition and boarding be separately calculated. In the case of the tuition fee, we propose that the Department of Education and Science and the schools' governing bodies share in defraying the fee on the basis of the income scale at present in force in direct grant schools.

Workers' Educational Association

We believe that it is valuable that experiment should be undertaken within the present system of independent schools, and that the Commission should put its authority and goodwill behind constructive schemes. One such scheme which we recommend to the Commission for early initiation is the setting up of a voluntary trust which would invite membership from independent schools. We believe that, in many public schools, there is at work an impulse making for change, a social conscience which would prefer to see these schools justifying themselves upon their educational excellence made freely available to the nation rather than upon privilege. After suitable soundings the Commission should provide the machinery by which these schools might be encouraged to come together.

The idea of a voluntary trust, grouping schools with broadly common purposes, is not unfamiliar in our English system (for example, the Girls' Public Day School Trust). The independence of the contributing schools would not be affected; they would draw together voluntarily because they subscribed to certain agreed common aims and felt that those aims would be more effectively realised by having the support and the influence of the Trust behind them. The early establishment of such a Trust, among independent schools, would not only afford a valuable proving ground for new principles, but would also be influential by example in opening the way to some general solution of the Commission's problem.

National Association of Divisional Executives for Education

The major experiment we would like to recommend is the establishment of small boarding houses in association with larger comprehensive schools, particularly in areas where there is in any case a reasonable demand for boarding school education arising from the nature of the parents' occupations. If such facilities were made in a selected number of places in various

parts of the country, an opportunity could be given for pupils to gain experience of life elsewhere than in their original communities.

National Association of Head Teachers

We suggest two pilot schemes, one to examine the boarding aspect, the other to examine the "specialism" aspect.

The present number of local education authority-sponsored pupils in any given public school is too small to allow useful conclusions to be reached. We suggest that half-a-dozen public schools make arrangements to admit a much larger number of pupils from state schools. If local education authorities are unwilling to foot the bill this might be financed as a Department of Education and Science research project.

The other suggestion is for more experimentation along the "Cheltenham" lines, by which pupils in state schools receive, in sizeable numbers, tuition from public school teachers and the use of public school facilities, e.g. in science. Joint rather than separate classes would enable a better opinion to be formed of the extent to which "integration" could successfully be carried out.

An Educationalist

In order to keep the state system "open" and varied, and to learn from the achievements and experiments of other countries, a very small group of boarding schools might be offered to the Education Ministries of other countries. One for example, might be offered to the United States who would administer it as an American School, with American teachers, techniques and syllabus—and pupils. Obviously the Americans would make "shop-window" schools out of them. Nothing could suit us better. British teachers would have the opportunity of seeing American techniques, equipment, teachers and pupils at first hand, instead of reading about them in the learned journals. Similar arrangements might be sought with such countries as Russia, Sweden, Denmark, Australia, and Japan, from all of whom we could learn a good deal—and would learn it best of all if they were here in our midst. This use might be specially considered for some of the smaller public schools which do not easily fit into any of the other forms of integration (because of their location and size), and whose viability as anything except fee-charging institutions is doubtful.

GENERAL

The Principal of a Scottish University

Most of the public schools are great educational institutions. An attempt to tamper with them or to integrate them with anything other than themselves must inevitably detract from their excellence and is therefore to be deplored.

Trades Union Congress

The General Council thus believe that public school education, inseparably related as it must be to the perpetuation of occupational and social privilege, is socially undesirable as well as damaging in its effects upon the public educational system. They consider that the public schools exist to provide public school education, and that the public schools could not survive as such were any radical changes made in their educational purpose or essential

characteristics. They hold that changes which did not affect the essential characteristics of the public schools would be futile; that changes involving the application of public funds to private education would be unacceptable without public control (which would in any case destroy an element essential to private education); and that changes involving the selection of pupils who would otherwise attend public secondary schools for segregation into the public schools for purposes of public school education, would be incompatible with public educational policy and damaging to the national interest.

The General Council can thus offer no constructive recommendations to the Commission for changes in the public schools. They consider that private education, including public school education, should be ended. In the General Council's view the public schools should be integrated into the public education system by bringing them effectively within the control of the public education authorities responsible for public secondary education. Within that general policy a variety of arrangements might need to be made to ensure that the different schools were reorganised and developed in accordance with the national policy of providing non-fee-paying secondary education on a comprehensive basis. Some schools might be directly integrated into the development plans of the local education authorities in whose areas they were located. In other cases special, and perhaps initially somewhat complex, arrangements, requiring the co-operation of several authorities, might be needed to form and maintain properly balanced school communities. Some of the schools might be unsuited, by reason of their size, location, or nature of their buildings, for purposes of public secondary education, and would need to be closed, or their buildings used for other educational or social purposes. Some particular consideration would need to be given, within the general policy, to schools associated with particular religious denominations.

Workers' Educational Association

The Secretary of State should also indicate that, as from the agreed date of integration, 75 per cent of all new entries to the independent boarding schools each year would be assisted places allotted to pupils coming from the maintained schools. It should be the responsibility of the Standing Commission to recommend to the Secretary of State such increases in the intake of assisted pupils as the progress of integration and the needs of the maintained sector warranted.

National Union of Teachers

The Union trusts the Commission will decide to recommend total integration of the public schools into the state system. The Union believes such a decision is correct; it believes that the vast majority of the public will accept it; it believes it is socially just. Above all this solution enables child and child to be treated alike so that as far as the education system can make it possible ability and character will be the effective criteria unaffected by privilege or wealth.

Obviously legislation will be required. It could take the form of a simple prohibition of fee-paying for any form of full time primary and secondary education: primary and secondary education in this country could be restricted to maintained schools only. Independent schools would have the choice of being taken over by a local education authority or going out of existence as a school.

Where a school was handed over to a local education authority the authority could choose how it was to be used within the authority's education service. It could become a local education authority boarding school, a special school, a college of education, the nucleus of a technical institution.

Fabian Society

Instead of forming an exclusive and outdated sector set apart from the rest of the educational system, the schools should adopt a diversity of forms and so satisfy a multiplicity of needs. But this will not be achieved just by sending a higher proportion of working class children to these schools. A radical change both in the recruitment and the ethos of the schools is essential. The schools should be integrated more closely both with the main educational system and the community. This necessarily means that their ethos and internal organisation should be made more democratic.

National Education Advisory Committee of the Communist Party

We believe, therefore, that the correct objective must be the ending of all private fee-paying schools at both the primary and secondary stages.

* * *

There is a further objection to any extension of the system of local authorities using public money to pay the high fees of selected pupils admitted to the public schools. This objection is delicately stated in Professor Barbard's *History of English Education*:

"There is no justification for spending public money by sending selected children to independent schools at a cost three or four times higher than they would cost in a maintained school. The assumption by advocates of the public schools that there is something of outstanding value in their educational system, which would warrant the enormous expenditure of public money involved in sending a few highly-selected bursars to them, is not everywhere regarded as axiomatic".

* * *

We consider that boarding schools have a part to play in the educational system, and that all boarding schools should be shaped to comply with the principles enunciated above:

- (i) No tuition fees.
- (ii) No selection based on wealth or social status.
- (iii) No selection based on ability tests.

Confederation for the Advancement of State Education

... the majority view was that the right course of action was not to try and assimilate one system with the other but to make a clear-cut division between the two sectors of education. ... The distinction between the two sectors (public and private) should be in terms of finance: the public sector should be publicly financed and the private sector financed from private sources. Amongst the actions which could be taken to implement this proposal are the following:

- (a) an investigation of the tax advantages of composition fees, educational endowments and covenants
- (b) the removal of all private schools from the registered charity list
- (c) full implementation of rates and the selective employment tax
- (d) the introduction of the quota system for teachers into the private sector
- (e) the ending of the sponsorship by local education authorities of pupils in public schools.

The Advisory Centre for Education

The Advisory Centre for Education . . . has decided to present information on why parents pay school fees. . . . It was intended that this stage of the research should indicate the extent of the demand for private secondary education for boys throughout the country. . . .

Summary of findings and conclusion.

The vast majority of the population are not in favour of, nor aspire to, private secondary education for their sons. However, goodwill for the private educational sector extends beyond the small group of parents who are able to take advantage of it. For every one parent in England and Wales who has a son at private school, there is another who would like to send a son of theirs to one for his secondary education.

Few actual fee-paying parents considered using the state system.

The majority of parents who would prefer a son of theirs to go to a private rather than a state secondary school claimed they had considered using the state system, and, in fact, a high proportion of them were doing so.

Only a minority of parents who preferred the state school had considered using the alternative system.

National Union of Students

Integration

The 676 schools in this sector which are not recognized as efficient should be closed down as soon as possible and their 70,500 pupils assimilated into the state system. Because of the numbers and staffing difficulties involved this might take some time if children in both systems are not to be disrupted in their education. We would not expect it to take longer than five years, however.

The 765 recognised secondary and combined primary and secondary schools must also be assimilated into the state system. Some of these schools however might well be integrated into local education authority comprehensive schemes where the siting of the premises lend themselves to such a development. The residential accommodation in some of the schools could be used to satisfy the demand for boarding education shown by Royston Lambert in the "State and Boarding Education". The premises of other schools which it is not possible to use in either of these two ways could be converted for use as other types of educational establishments.

Headmasters of Two Welsh Boarding Schools

It is our view that the whole question of boarding education in Wales presents certain specific problems and raises certain specific issues that call for special

consideration by the Public Schools Commission and we therefore respectfully bring them to the notice of the Commissioners. We believe the differences are fourfold, and that, taken together, they comprise a strong argument for giving separate and careful consideration to the future of Welsh independent schools as a definable group with its own *raison d'être* and its own specific social functions:

1. Welsh society has traditionally been structured in such a way that class divisions are far less relevant than they have been—and perhaps are—in England. The question of social divisiveness created by selection is therefore basically irrelevant to the Welsh situation, and the widely canvassed problems of alienation and the problems of “fitting in” are rarely found.
2. South Wales is a developing area, where more and more people are now able to think in terms of giving their children a fee-paying residential education if they choose to do so. The industries of the region are increasingly requiring a greater mobility from their staff. Thus a new tradition of boarding education can grow in an area which has not been strong in such traditions in the past.
3. Many rural parts of Wales have a low population density and often pupils have to travel considerable distances to and from school. Moreover some rural secondary schools have a limited range of sixth form subjects available to their pupils. Boarding offers a means of overcoming these difficulties and the two Schools are conveniently near to the affected areas of mid-Wales.
4. There is a strong cultural and linguistic element in Wales that must clearly be borne in mind, and emphasis on these specifically “Welsh” areas of experience is more and more coming to be regarded as a necessary part of education in Wales.

Society of Headmasters of Independent Schools

In our discussions with the Public Schools Commission it has become evident that one of the possible embarrassments of the state sector in relations with independent boarding schools may be the question of the responsibility for finding a place for a particular child when it has been agreed that there is a case for assistance by a local education authority. The authority has to deal with individual schools if it has no relationship established with particular schools. Sir William Alexander's list may help but it is no guarantee of the standard of the schools mentioned. All the responsibility rests on the authority and very little on the independent sector.

Our Society has some thirty members and a survey has shown that over the last three years, the number of local education authority assisted places has risen to 11½ per cent of our total boarding places.

Most of our schools have boarding provision from the age of eleven; some from seven. All have viable sixth forms of good standard offering a wide variety of ‘A’ level courses. Children in our schools represent a wide range of ability from the very highest V.R.Q.'s to around 90. Many schools provide courses for C.S.E. alongside G.C.E. There are Anglican, Catholic, Jewish, Methodist, Quaker and undenominational schools represented in all parts of the country. Some of our schools are co-educational though the majority are at present single sex boys' schools. Many have particular specialities to offer

which would suit the suggestions of the Martin Report in relation to children who have particular gifts or careers in mind.

Because of the problem that we recognise which may exist for local education authorities, because of our schools' growing relationship with local education authorities and because of the high standards and variety which we believe schools in our Society offer, we have decided initially, for one year, to set up a clearing scheme which we are putting at the disposal of any local education authority which finds it difficult to find a boarding place for a particular child.

Ministry of Defence

A regular change of residence on posting is a permanent factor in Service life. This is incompatible with continuity of education and a settled social environment for children.

* * *

Over the decade 1955-65, some 58 per cent of Army officers' children and some 68 per cent of other ranks' children changed schools four or more times. The average number of changes for R.A.F. personnel in the same 10 year period was 4.5 for officers and 4.1 for airmen. Experience in the Royal Navy is similar. These figures include personnel who have placed their children at boarding schools for the whole or part of the 10 year period and others who have left children in the care of the mother or guardian to attend one particular school. Thus the degree to which "nomadic" children change schools is greater than the average figures imply.

* * *

The recommendations of the Martin Report, and the way local education authorities have interpreted them as they apply to the Service parent, are open to criticism in the light of experience over the last 10 years.

The child must be of secondary age before local education authorities are prepared to assist. This presents difficulty to the parent who is posted overseas with, for example, children aged 9 and 10 years. Either he must place the children in boarding schools and expect no local education authority help, or he must take the children with him and at a later date arrange for their return to enter boarding school in United Kingdom. Moreover, children who have been subject to instability at the early primary stage can be in need of boarding in the later primary years. A quote from Dr. Lambert is of relevance here—"Serious need has developed well before that (secondary) age and it is difficult to see why it should not have been met before".

Normally both parents must be overseas or within six months of going overseas. This condition takes no account of the need for continuity of education against a background of mobile family life. When a child enters a boarding school for continuity reasons, the timing of that entry is important. Currently the entry point is controlled largely by a factor irrelevant to the child's need—the chance date on which his parent is posted overseas. However, many more Service children move, and move more frequently, while they are in the United Kingdom than to and from overseas. Excessive discontinuity in any location has a disruptive effect on a child's progress.

While the Martin Report recommended help with costs for both secondary grammar and modern children, in practice boarding places cannot be found

for "Newsom" children. Local education authorities appear to equate boarding education with grammar education. In the Services context, secondary modern boarding facilities are very desirable and again Dr. Lambert can be quoted in support of this view. He finds that residential experience is as desirable for the non-academic as the academic child, and that the policy of discrimination against the non-academic child is "far less explicable than questioning the need for boarding at primary level".

* * *

It would be wrong to create the impression that local education authorities are deliberately unhelpful to, and discriminate against, Service parents. However, in a time of financial stringency when great demands are being made on local education authorities in every sphere of education, they cannot meet the demand for boarding places and many Service parents are forced to resort to the private sector. Nevertheless, one splendid example of local education authority assistance is the Inner London Education Authority boarding hostel for 120 children (60 boys and 60 girls, with 100 places reserved for Service children), at Crown Woods Comprehensive School, Eltham. Yet here there are three applications for every place. Moreover, if a local education authority refuses to sponsor an application from its area, the child cannot be admitted to the hostel even though it has been accepted by the Inner London Education Authority.

* * *

There is an urgent need for much increased provision of boarding places in schools of all kinds to cater for the needs of Service children at all levels of ability. One way of achieving some measure of this extra provision would be for local education authorities to extend their sponsorship of boarders at independent and direct grant schools. There would remain also a requirement for local education authorities to expand their own provision of boarding hostels in their own maintained schools.

* * *

Sailors, soldiers and airmen are becoming increasingly aware of the value of boarding education and the Ministry of Defence recognises that a Service parent should be able to guarantee continuity of education for his children by placing them in boarding schools in the United Kingdom.

Public and independent schools could provide a greater contribution to the Services need for boarding places if a way can be found for local education authorities to extend their sponsorship of boarders at these schools.

The recommendations of the Martin Report if applied rigidly to the Serviceman inevitably lead to hardship and fail to solve the problem of his children's education.

Service parents are concerned about lack of local education authority boarding places for non-academic children and about variations in local education authority practice in the provision of financial assistance towards boarding costs.

Despite the Service education allowance many servicemen cannot afford boarding schools unless local education authorities assist. It is desirable that all ranks, who have the same need, should be able, if they so wish, to provide boarding education for their children.

Bow Group

This pamphlet gives the results of a survey of the views and intentions of the Bow Group regarding the education of their sons. The survey was carried out to find out more about the factors and motives which influence AB group parents in choosing a particular type of school for their son and to ascertain their views on the different types of school. It also concerns itself with certain social questions relating to education.

AB group parents and potential parents consider that public schools provide a markedly superior education. Even those who choose a grammar school for their sons rate public schools higher in respect of the great majority of the qualities listed in the survey. . . . Two of the main reasons for preferring public schools are that they employ better teachers and give more individual attention. . . . The other major reason given for preferring public schools is that they are better at developing character and leadership qualities. . . . The popularity of boarding schools for boys is clearly demonstrated. . . . The survey suggests that parents usually chose for their sons the type of school to which they went themselves. Parents who went to boarding public schools are particularly loyal. . . . The abolition of grammar schools is likely to lead large numbers of parents who would not otherwise have done so, to send their children to public schools. . . . To what extent would the abolition of the public schools ease social divisions? The vast majority of the sample think not much. . . . It appears to be accepted that an ex-public schoolboy does enjoy some advantage when competing for jobs. . . . The only method of "integrating" the public schools which appears to be at all acceptable is to increase the number of subsidised places. . . . If they had to make a choice the majority of the sample would spend money on their less intelligent son rather than on their more intelligent one.

The choice appears to be between vastly increasing the number of subsidised places at the leading public schools or leaving things much as they are. It is a difficult choice to make but this may well be an indication that in the last resort it does not matter too much which alternative is chosen.

APPENDIX 8

CAREERS OF FORMER PUBLIC SCHOOL PUPILS

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SECTION 1

LETTER SENT TO EMPLOYING AND PROFESSIONAL BODIES

"As you may know, this Commission was appointed following an announcement made by the Secretary of State for Education and Science in December, 1965. I enclose a copy of the terms of reference and a list of members.

The Commission has already invited evidence from a large number of educational and professional organisations, in the terms set out in the attached letter and questionnaire. There are, however, a number of other professional and employing bodies (or bodies representing employers) from which the Commission would hope to obtain more specific information about the recruitment and subsequent careers of entrants who have attended public schools (as listed in the terms of reference) compared with those who have not.* It is with this in view that I have been asked to approach you.

If your organisation (and/or its constituent members) can assist, by giving some account of recruitment and careers as suggested in the questions below, the Commission would be most grateful. It is appreciated that not all of the suggested headings may be relevant to your organisation. It would be helpful if, throughout your answers or comments, any necessary distinction could be drawn between the recruitment and career patterns of boys and girls.

A. Recruitment

- (i) What qualities does your organisation seek in potential entrants—other than formal academic qualifications? To what extent do you find that these result from one type of school background rather than another?
- (ii) What has been the annual intake in, say, the past five years of:
 - (a) former public school pupils?
 - (b) others?
- (iii) Is there a tendency (in selecting from candidates of equivalent academic qualifications) to prefer those who have been at boarding schools—whether public schools or not? If so, what are the reasons?
- (iv) Has the recruitment pattern changed in, say, the past 20 years? If so, in what ways?
- (v) Do you make your requirements known to the schools? If so, how and with what success?

B. Careers

- (i) What proportion of the most senior posts are held by former public school pupils?

*Other types of school are:

- (i) independent schools not listed as public schools;
- (ii) direct grant schools (i.e. receiving grants from the Department of Education and Science);
- (iii) schools maintained by local education authorities.

Although there may be differences in the recruitment and career prospects of pupils from each of these three categories of schools, and of schools within these categories, the Commission's primary concern at this stage is to discover what distinctions, if any, there are between public schools and others.

- (ii) To what extent is the same pattern reflected at the middle levels of responsibility?
- (iii) Is there any evidence that the pattern is changing; if so, to what would you attribute this change?

C. General

- (i) Is financial assistance given to employees towards school fees? If so, what are the criteria for assistance—e.g. level of employment of parent, level of ability of child, employment overseas?
- (ii) Has the organisation made grants either to individual independent schools or to a fund intended to assist independent schools?
- (iii) Are there ways in which you think the existence of the public schools affects: (a) relationships within your organisation, (b) the success of the organisation?
- (iv) Can you suggest other sources of information which might assist the Commission in its task?

If, in addition to this evidence, you feel able to answer any parts of the attached questionnaire, this too would be welcomed by the Commission. The Chairman very much hopes that you will be able to co-operate in this inquiry”.

SECTION 2

BODIES WHICH SUBMITTED EVIDENCE ON CAREERS

Accepting Houses Committee
 Administrative Staff College
 Association of British Chambers of Commerce
 British Broadcasting Corporation
 British European Airways
 British Insurance Association
 Chartered Auctioneers and Estate Agents Institute
 Chartered Institute of Secretaries
 Chartered Insurance Institute
 Civil Service Commission
 Committee of London Clearing Bankers
 Committee of Scottish Bank General Managers
 Confederation of British Industry
 Electricity Council
 Institute of Chartered Accountants
 Institute of Actuaries
 Institute of Practitioners in Advertising
 Law Society
 Ministry of Defence
 National Chamber of Trade

National Coal Board

A member of the Publishers Association

5 firms of the Stock Exchange

University of Cambridge Appointments Board

University of Cambridge Women's Appointments Board

Oxford University Appointments Committee

SECTION 3

EXTRACTS FROM EVIDENCE ON CAREERS

A. RECRUITMENT

- (i) **What qualities does your organisation seek in potential entrants—other than formal academic qualifications?**

The Committee of London Clearing Bankers

- (i) Apart from academic achievement the Banks look, in the case of male candidates, for managerial potential and seek:
- (a) integrity
 - (b) personality
 - (c) enthusiasm
 - (d) practical common sense
 - (e) interest in people and ability to mix with them
 - (f) decisiveness

National Chamber of Trade

Ability to assimilate; conscientiousness; readiness to learn and undertake responsibility; personal appearance and ability to project an image of "quality". These are, of course, in addition to the basic requirements of honesty, integrity, etc.

A Firm of Stockbrokers

Clerks

Good character

Industry

Statisticians

Ability

Industry

Good Character

Partners

Likeableness

Industry

Ability

Judgement

Good Character

Independence of mind

Social graces and connections

- (ii) **To what extent do you find that these qualities result from one type of school background rather than another?**

A Firm of Stockbrokers

Public school education is of no significance as a qualification for partnership in a firm of stockbrokers; but the high degree of probity, the capacity for

prolonged hard work and personal discipline and the personal connections required to obtain access to business are less frequently found in men who have not attended public schools.

The Confederation of British Industry

The public school tends to bring out at an early age the qualities of leadership, self-reliance, self-confidence and self-discipline. On the other hand, this might be due to the background from which pupils come. Those with higher educational qualifications usually had some of the requisite qualities of character as well.

Association of British Chambers of Commerce

The Chairman of a small manufacturing company said that in his experience the good secondary modern or technical school boy was more suitable for work on the production side. "Many public school boys are excellent but they are more apt to be disappointed if their progress is not as rapid as they anticipated".

National Chamber of Trade

In older persons one finds that public school training gives them an advantage. Where these people are young, this is sometimes a disadvantage since the public school person is more inclined to want to climb the ladder before the first rung has been safely negotiated. There also seems to be an attitude that they should not be asked to walk on the lower rungs anyway.

A Firm of Stockbrokers

In general we find no significant difference between those from public schools and those from other schools.

A Scottish Bank General Manager

It may be of some interest to the Commission to know that we as a Bank would be glad to recruit more boys with a public school background than we do. From experience, however, we find that generally speaking public schoolboys are not interested in a career in Banking. This we feel is unfortunate, as the Banks can and do offer excellent opportunities for the right type of boy. A boy with ability and initiative, linked with a good personality and manner, can make considerable headway in Banking. A public school education does tend to develop these qualities essential for success more than other categories of schools and so it is felt that the career prospects in Banking for public schoolboys are high.

The National Coal Board

Perhaps the only generalisation which it may be fair to make in the whole of this subject is that a large section of the public school population do not appear to consider the nationalised Coal Industry at all as a possible field for employment.

... it would be wrong for the young man looking for a career to think of the Board only in terms of pit life and mining engineering which, on the face of it, might not have much appeal to a public school audience, but even that

would be a misconception for experience has shown us that today one or two of the very top jobs on the production side are held by men who were at public schools.

The British Insurance Association

Most B.I.A. members find that they cannot recruit as many good public school candidates as they would wish.

The Committee of London Clearing Bankers

Women staff are generally required to undertake a variety of routine duties and as few remain with the Banks for a prolonged period the standard demanded from girl new entrants is not so high.

The Committee of Scottish Bank General Managers

In the case of girl recruits, the Banks look primarily for the same personal qualities as in boys, but, as girls are used mainly as clerkesses to do routine work, managerial potential is not considered important.

- (iii) **Is there a tendency (in selecting from candidates of equivalent academic qualifications) to prefer those who have been at boarding schools—whether public schools or not? If so, what are the reasons?**

A Firm of Stockbrokers

As far as we can see there is no tendency particularly to select people who have been to boarding schools, although it must be realised that as the majority of our intake on the Investment Research side does come from public schools, this does seem to be almost synonymous with boarding school.

The Chartered Insurance Institute

The difference between boarding schools and other schools is slight and there is no significant preference between the two categories on the part of employers.

Member of the Publishers Association

There is no tendency to prefer those who have been at boarding schools, but it is sometimes true that those candidates who have been educated at boarding schools have also learnt a firmer sense of discipline.

- (iv) **Has the recruitment pattern changed in, say, the past 20 years? If so, in what ways?**

The Chartered Insurance Institute

The recruitment pattern of insurance has changed in the past twenty years. The changes in the educational system, whereby more young people stay at school for a period in the sixth form, while a larger number is going to university, also have an effect, since employers recruit at a higher academic level to maintain the same quality of new entrant as in the past. The range of career opportunities for school leavers has widened considerably since the

war, leading to greater competition than ever for the able young people leaving school. Insurance employers are tending to seek higher calibre in new entrants as automation of office processes is reducing clerical routine work. The effect of these factors on recruiting is that fewer boys are taken from lower academic grades, whether from public or other schools. The employment of graduates who may or may not have been to public schools is however increasing.

A Firm of Stockbrokers

No, the pattern has not changed but the tremendous improvement in grammar school material makes us far more open minded.

The Committee of London Clearing Bankers

In the past 20 years the number of women employed has greatly increased and now accounts for half the total staff. In consequence much more emphasis is laid on the need to recruit men for positions of responsibility and regard is always paid to managerial potential. This need for a much higher standard of male intake and the trend for most boys of better quality to spend two years in the sixth form have resulted in a much greater proportion of male entry at age 18 years than at 16 years compared with some years ago.

Institute of Actuaries

The only change in the recruitment pattern over the last 20 years has been a big increase in the university intake.

Accepting Houses Committee

Yes, to a limited extent, in that whilst formerly we used to recruit boys almost entirely from public schools, we now require a higher proportion of qualified staff (accountants, lawyers) and tend to satisfy our remaining requirements from boys who have not been to public schools.

The Institute of Chartered Accountants

Twenty years ago entry to the profession was costly. It was common to pay a premium and little or no salary was paid. Today, the payment of premiums has virtually ended and articled clerks receive a small but progressive salary (e.g. London 1966: an 'A' level entrant will probably start at about £450-£500 a year). It may well be that families able to send children to independent schools were better able in the past to meet the cost of professional training.

The Law Society

A random sample of 200 articled clerks (out of a total of over 7,000) shows that 87 went to a listed public school and 113 were educated elsewhere. There is no reason to suppose that this sample does not truly reflect the general position. It seems probable, though no check has been made—and at this stage a check could now hardly be made—that in the period between the wars this ratio was at least reversed.

A Member of the Publishers Association

Yes, it has completely changed so far as book publishing is concerned. Publishing has become a far bigger employer of labour; educational standards have improved throughout the population, so that public schools and

grammar schools no longer have any sort of monopoly of the better-educated; and finally, the bigger businesses have changed over from the family businesses which they used to be. As a result there is a far bigger opening for people who start without any family connection with the firm.

B. CAREERS

- (i) **What proportion of the most senior posts are held by former public school pupils?**
- (ii) **To what extent is the same pattern reflected at the middle levels of responsibility?**
- (iii) **Is there any evidence that the pattern is changing: if so, to what would you attribute this change?**

Views of three firms of Stockbrokers

Firm (a) (i) All our partners have attended public schools.

(ii) None of our staff have attended public schools.

Firm (b) (i) 100 per cent.

(ii) to no extent.

(iii) certainly the pattern is changing in an egalitarian state.

Firm (c) With regard to the proportion of the most senior positions held by former public schools pupils, this again is not a question we can answer specifically. As far as managerial positions are concerned, generally in the office it is probably correct to say that none of our managers who are not partners went to public schools, however some of our departments are of course run by partners, and in these cases with one exception, they all did go to public schools. There does not appear to be any evidence at the present moment that this pattern is changing, although we have one or two members of our firm who have progressed and who have not been to public schools.

The Law Society

In dealing with the section of your questionnaire devoted to careers it is not possible for the Society to give answers relating to the profession as a whole nor in this context would it be appropriate to refer to "the most senior posts" or "the middle levels of responsibility". If, however, this enquiry is directed at the organisation of The Law Society itself it can be said that all the nine senior appointments on the administrative staff of the Society are presently held by former public schoolboys; this pattern is repeated in the middle levels of responsibility on the qualified staff but among the senior appointments filled by unadmitted staff there are no public schoolboys.

British Insurance Association

The proportion of most senior posts held by former public school pupils is very high amongst the "top twenty" jobs in the British insurance company world, for example, the last three Chairmen of the British Insurance Association have all been public school men.

Confederation of British Industry

The proportion of the most senior posts held by former public school pupils varied from nil to 75 per cent, but more than a third give the figure of 40 to 50 per cent. The poise and ease of manner developed by a public school education carried undeniable advantages for senior posts. This was less apparent at middle levels of responsibility.

The Committee of London Clearing Bankers

- (i) Public schoolboys form a small minority amongst the General Managements of the Banks.
- (ii) At middle management level, the vast majority are grammar school boys.
- (iii) There is no evidence that the pattern is changing.

Association of British Chambers of Commerce

There is a fairly general comment to the effect that most companies' recruitment reflects the greater number of non-public school students at university.

National Coal Board

Today, of course, there are public schoolboys in all departments and at many levels of the organisation right up to Board level, but they are there on their own initiative, as it were, and not necessarily as a result of some proviso of Board policy specially directed to public schools.

C. GENERAL

- (iii) **Are there ways in which you think the existence of the public schools affects:**
 - (a) relationships within your organisation; (b) the success of the organisation?**

Committee of London Clearing Bankers

Generally speaking the Banks do not think that the existence of the public schools affects relationships within their organisation or the success of their organisation except to the extent that public schools provide young men with the qualities they consider to be most worth while.

Association of British Chambers of Commerce

- (a) and (b)—Respondents appear to agree that there is little or no evidence that the existence of public schools affects relationships within the firm or its success.

The Chartered Insurance Institute

It is not felt possible to isolate the effect that those coming from public schools will have upon the success of a firm or relationships within it. Every person, from whatever school, has some effect upon a firm but the effects of individuals merge into the overall pattern.

The Principal of an Administrative Staff College

A very close working relationship exists here between all the members of the session, and there is certainly no division in any social sense between those who have been to public schools and those who have not.

The British Broadcasting Corporation

It is almost impossible to define ways in which the existence of the public schools has affected relationships within the B.B.C., or its success; but it would seem safe to say that that part of public school education which instils a sense of self-discipline, a sense of being part of a community and having to come to terms with it, and a sense of public service, has found and produced strong echoes in an organisation which is itself geared to public service and to reflecting and serving the community within which it exists.

Confederation of British Industry

The few who commented on the influence of public schools stated that their products had contributed to their success. A mixed society in the firm was good for competition. Public schools made it possible for a firm to exist in an area where secondary education was otherwise inadequate. Some suggested that there was some resentment that former public school pupils were successful.

British Insurance Association

The existence of the public schools materially helps the success of many B.I.A. member companies since the public school training is of great value to boys participating in an international business like insurance. Public school boys are particularly successful when asked to take responsibility overseas at an early age.

A Firm of Stockbrokers

(a) It is understood that the partners come from public schools and make the decisions, (b) it is conceded that in the City their educational and social background qualifies them in many instances to decide rightly.

University of Cambridge Appointments Board

If you will permit a critical comment, we cannot escape the impression that the thinking behind the documents you sent us is decidedly out of date—at any rate, as it applies to the connection between public schools and employment. Twenty or thirty years ago the public school man was indeed in a favoured position but many factors have combined to whittle away his advantages. To name only three, there have been: (i) the presence in the expanded universities of a much larger number of students from grammar schools, many of whom have developed strikingly both personally and intellectually; (ii) the general shortage of high-grade manpower, which led some employers who traditionally favoured public school recruits to widen their range of choice, and, having done so to their satisfaction, to adopt this policy permanently; (iii) changes in the climate of opinion, especially the nebulous feeling that, since national power and prestige declined under leadership drawn primarily from public schools, it was *because* the leaders were from public schools that they failed. The significant period of change was in the mid-1950's.

As far as the recruitment of graduates goes, industry has for many years been remarkably free of social snobbery. The City and some professions have been slower to shed their reservations about the graduate from a grammar school, but there have been marked changes over the last ten years. Our own forecast is that these distinctions will be virtually extinct within the next five years.

Ministry of Defence

In general, officer recruits are drawn from all types of schools; it would not be true to say that one type of school produces more boys with desirable characteristics than another.

Below are given figures for the annual intake of the three Service Colleges.

	<i>Independent School</i>	<i>Direct Grant School</i>	<i>State School</i>
<i>Dartmouth (Navy)</i>			
1965	161	32	298
1966	117	43	289
<i>Sandhurst (Army)</i>			
1965	100	30	101
1966	99	23	111
<i>Cranwell (Air Force)</i>			
1965	14	8	47
1966	9	2	39

In selecting officers the Services have never discriminated between boys of boarding and day schools. Selection Boards have always operated under general directives that they must select boys who will be able to complete a lengthy course of training and become effective officers.

SECTION 4

The proportions of independent and direct grant school pupils at various stages of education compared with the proportions from those schools in a selection of professions and positions

	Numbers		Percentages ⁴				
	Total	Total whose school is known	Six of the major public schools ²	All public schools	Other independent recognised efficient schools	Total all independent recognised efficient schools	Direct grant ⁴ schools
14 year olds at school in England and Wales (1967)	642,977	all	·15	2·6	2·19	4·8	2·4
17 year olds at school in England and Wales (1967)	113,689		·6	9·3	4·4	13·7	8·9
School leavers (England and Wales) going to all Universities 1965-66	36,471		1·07	15·6	3·3	18·9	13·4
School leavers (England and Wales) going to Oxford and Cambridge 1965-66	4,655		4·7	35·1	7·0	42·1	18·7
Vice Chancellors, Heads of Colleges, Professors of all English and Welsh Universities (1967) ⁶	1,646	925	5·8	32·5	·9	33·4	12·7
Heads of Colleges, Professors of Oxford and Cambridge (1967)	256	217	11·5	49·3	2·7	52·0	10·6
Labour Cabinet (1967)	21	19	15·8	42·0	—	42·0	—
Conservative Cabinet (1963)	23	22	63·6	90·9	—	90·9	—
M.P.s Labour (1966)	363	363	2·4	19·5	·5	20·0	4·9
M.P.s Conservative (1966)	253	253	35·0	76·6	2·0	78·6	2·0
Admirals, Generals and Air Chief Marshals (1967)	22	20	25·0	55·0	—	55·0	15·0
Physicians and Surgeons at London teaching hospitals and on General Medical Council (1967)	244	232	9·4	68·0	1·2	69·2	12·5
Directors of prominent firms (1967)	102	96	41·6	70·8	—	70·8	11·4
Church of England Bishops (1967)	45	36	19·4	75·0	—	75·0	5·5
Judges and Q.C.s (1967)	78	77	28·5	79·2	1·2	80·4	7·7
Fellows of the Royal Society elected between 1962 and 1966 ⁷	138	122	6·5	24·6	—	24·6	13·0
Governor and Directors of the Bank of England (1967)	18	17	29·4	76·5	—	76·5	5·8

Notes: ¹ It should be remembered that the people concerned would in many cases have attended school some considerable time ago. For example, someone in his late fifties would have been at school in the 1920's.

² Charterhouse, Eton, Harrow, Marlborough, Rugby and Winchester.

³ The sources are given below.

⁴ The percentages are taken of the total whose school is known.

⁵ The results are presented in the form of histograms in Diagram 7 of Volume I.

⁶ In this and the following professions or positions former pupils of Scottish schools are included. Pupils at Scottish schools have not, however, been included in the totals of those at present receiving education because the categories of school in Scotland do not come within the same definitions as those in England and Wales. Inclusion of Scottish figures would not in any case significantly alter the table.

⁷ Excluding 3 non-scientific members of the Royal Society elected in this period.

Sources: 1. Proportion of pupils at recognised efficient schools: 1967 figures, provided by the Department of Education and Science.

2. Pupils from recognised efficient schools going on to Oxford and Cambridge and other universities: 1965–1966 figures provided by the Department of Education and Science from a 10 per cent sample of school leavers.
3. Vice Chancellors, Heads of Colleges and Professors of Oxford and Cambridge colleges and other universities: information taken from the Universities' Year Book 1967.
4. Cabinet as at September 1967: information from Dod's Parliamentary Companion.
5. Members of Parliament: information from Dod's Parliamentary Companion.
6. Admirals: Navy List 1967.
Generals: Army List 1967.
Air Chief Marshals: Air Force List 1967.
7. Members of the General Medical Council: Hospitals Year Book 1967. Surgeons and Physicians at London teaching hospitals: Universities Year Book 1967.
8. Directors of firms: 1967 Kompass Directors' Directory.
9. Church of England Bishops: Church of England Year Book 1967.
10. Judges and Q.C.'s: 1967 Whitaker.
11. Fellows of the Royal Society (1962–1966): information from 1967 Year Book.
12. Governor and Directors of the Bank of England: 1967 Whitaker.
13. Information about the schools attended in respect of 3, and 6 to 12 above taken from Who's Who 1967.

SECTION 5

CIVIL AND DIPLOMATIC SERVICE RECRUITMENT

Administrative class Details of competitors and successes 1963–1967 by schools

Type of school	Method II									
	Competitors (Note 2)					Successes (Note 3)				
	1963	1964	1965	1966	1967	1963	1964	1965	1966	1967
A. Public schools	207	161	162	156	210	26	27	51	34	49
B. Other independent schools	23	51	51	56	19	7	3	5	8	2
C. Direct grant schools	48	59	67	80	132	7	17	12	19	31
D. Maintained schools	166	134	151	227	335	15	17	24	31	44
E. Foreign and other schools	13	5	2	17	11	1	1	1	2	2
Total	457	410	433	536	707	56	65	93	94	128

Type of school	Method I									
	Competitors (Note 2)					Successes (Note 4)				
	1963	1964	1965	1966	1967	1963	1964	1965	1966	1967
A. Public schools	44	46	55	33	31	9	16	18	5	5
B. Other independent schools	15	14	13	5	3	1	1	4	1	—
C. Direct grant schools	19	14	32	20	12	5	3	7	6	3
D. Maintained schools	71	45	53	35	33	12	5	3	6	9
E. Foreign and other schools	4	2	3	4	3	—	—	—	—	1
Total	153	121	156	97	82	27	25	32	18	18

Notes: 1. Method I is the traditional method of entry to the Administrative Class and involves a short qualifying examination, a 40 minute interview before the Final Interview Board, and optional academic papers set and marked at Final Honours level. Method II involves a short qualifying examination in General Subjects, group tests and interviews lasting two days and an interview before the Final Board. Candidates competing by Method II must have, or obtain in the year in which they compete, a degree with at least Second Class Honours: there is no stipulation as to class of degree for Method I candidates.

2. "Competitors" exclude voluntary withdrawals but include all other candidates who competed in at least one stage of the selection process. "Dual" Method I/II candidatures counted twice.
3. "Successes" cover all candidatures for the Administrative Class; they include 10, 13, 14, 12 and 20 candidates in 1963, 1964, 1965, 1966 and 1967 respectively who were also successful for and preferred the Foreign/Diplomatic Service. The total of successes for 1967 (Method II) includes one candidate from the 1966 competition.
4. As Note 3: the numbers for the Foreign/Diplomatic Service were 5, 2, 4, 2 and nil in 1963, 1964, 1965, 1966 and 1967 respectively.

Foreign/Diplomatic service
Competitors and successes 1963-1967 by schools

Type of school	Method II									
	Competitors (Note 1)					Successes (Note 2)				
	1963	1964	1965	1966	1967	1963	1964	1965	1966	1967
A. Public schools	146	119	135	136	162	15	15	19	16	16
B. Other independent schools	18	29	33	32	9	—	2	2	1	—
C. Direct grant schools	17	22	26	33	44	1	3	1	3	7
D. Maintained schools	66	61	89	106	137	4	4	2	7	7
E. Foreign and other schools	4	3	3	6	10	—	1	1	1	—
Total	251	234	286	313	362	20	25	25	28	30

Type of school	Method I									
	Competitors (Note 1)					Successes				
	1963	1964	1965	1966	1967	1963	1964	1965	1966	1967
A. Public schools	27	20	33	19	22	4	1	2	—	—
B. Other independent schools	9	4	4	1	1	1	—	—	—	—
C. Direct grant schools	7	2	13	13	6	—	—	—	2	—
D. Maintained schools	27	22	21	14	13	—	1	2	—	—
E. Foreign and other schools	3	1	—	2	2	—	—	—	—	—
Total	73	49	71	49	44	5	2	4	2	—

- Notes: 1. "Competitors" exclude voluntary withdrawals but include all other candidates who competed in at least one stage of the selection process. "Dual "Method I/II" candidatures counted twice.
2. "Successes" cover all candidatures for the Diplomatic Service; they include 3, 8, 2 and 2 candidates in 1963, 1964, 1966 and 1967 respectively who were also successful for and preferred the Administrative Class.
3. Total successes for 1967 (Method II) include one candidate from the 1966 competition.

Administrative class
Competitors and successes 1963-1967 by schools and universities

Method II

Type of school	Oxford and Cambridge candidates			Other candidates		
	Competitors	Successes	Success ratio	Competitors	Successes	Success ratio
A. Public schools	670	162	1: 4.1	226	25	1: 9.0
B. Other independent schools	76	13	1: 5.8	124	12	1: 10.3
C. Direct grant schools	231	65	1: 3.6	155	21	1: 7.4
D. Maintained schools	340	73	1: 4.7	673	58	1: 11.6
E. Foreign and other schools	9	—	—	39	7	1: 5.6
Total	1,326	313	1: 4.2	1,217	123	1: 9.9

Method I

Type of school	Oxford and Cambridge candidates			Other candidates		
	Competitors	Successes	Success ratio	Competitors	Successes	Success ratio
A. Public schools	136	46	1: 3.0	67	7	1: 9.6
B. Other independent schools	14	4	1: 3.5	28	3	1: 9.3
C. Direct grant schools	58	20	1: 2.9	40	4	1: 10.0
D. Maintained schools	106	21	1: 5.0	144	14	1: 10.3
E. Foreign and other schools	2	1	1: 2.0	14	—	—
Total	316	92	1: 3.4	293	28	1: 10.5

Foreign/Diplomatic service
Competitors and successes 1963-1967 by schools and universities

Method II

Type of school	Oxford and Cambridge candidates			Other candidates		
	Competitors	Successes	Success ratio	Competitors	Successes	Success ratio
A. Public schools	556	75	1: 7.4	142	6	1: 23.7
B. Other independent schools	47	3	1: 15.7	68	2	1: 34.0
C. Direct grant schools	97	11	1: 8.8	51	4	1: 12.8
D. Maintained schools	171	19	1: 9.0	288	5	1: 57.6
E. Foreign and other schools	9	1	1: 9.0	17	2	1: 8.5
Total	880	109	1: 8.1	566	19	1: 29.8

Method I

Type of school	Oxford and Cambridge candidates			Other candidates		
	Competitors	Successes	Success ratio	Competitors	Successes	Success ratio
A. Public schools	79	7	1: 11.3	42	—	—
B. Other independent schools	6	—	—	12	1	1: 12.0
C. Direct grant schools	24	2	1: 12.0	18	—	—
D. Maintained schools	37	—	—	60	3	1: 20.0
E. Foreign and other schools	2	—	—	6	—	—
Total	148	9	1: 16.4	138	4	1: 34.5

APPENDIX 9

NEED AND DEMAND FOR BOARDING EDUCATION

Section 1 An interim report on the need and demand for boarding education by Mr. Raymond Woolfe of the Research Unit into Boarding Education, King's College, Cambridge, under the direction of Dr. Royston Lambert.

Section 2 Criteria of Boarding Need suggested by Dr. Lambert.

SECTION 1

RESEARCH UNIT INTO BOARDING EDUCATION
KING'S COLLEGE, CAMBRIDGE

NEED AND DEMAND FOR BOARDING EDUCATION

An interim report

PAPER BY
RAYMOND WOOLFE

DIRECTOR OF RESEARCH
ROYSTON LAMBERT

CONTENTS

Introduction by Royston Lambert

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INTRODUCTION

This paper provides interim data on demand and need into boarding education in England. It is part of a series of investigations of residential education, financed by the Department of Education and Science and being undertaken under my direction in Cambridge. These include comparative sociological studies of boarding schools of all kinds as organisations, an assessment of the effects of boarding, studies of present schemes of integration in public schools, and of the kinds of boarding styles most suitable to the requirements of children with background "need" for residence.

The scheme of research from which this paper derives is designed to throw as much light as the resources, time and money available would allow on the vexed and much discussed issue of how much demand there might be in practice for boarding places if more of them were to be made available, and how much "need" there is among children for kinds of residential education. Such an exercise is inevitably speculative and somewhat unreal but is an important one for the logistics of social planning. The general results presented here tally remarkably with some earlier work of a less sophisticated kind, and seem to me to be the nearest we can hope to get to an accurate prediction of potential demand and need.

Two things should be borne in mind.

First, this is a brief summary of general findings—much of the analysis is still in progress and more subtle results will appear in the main volume on this project. Likewise one important part of the survey—depth interviews with parents in one area with children designated as being in "need"—is still under way and will provide further important data and an interpretation of the statistical findings already gained.

Secondly, because we describe those who demand boarding, we do not necessarily believe they should have it. We are neither pro nor anti boarding. Because we also estimate those who may "need" boarding, we do not necessarily think that this is the only, or even the most desirable way society can meet such children's needs. Admitting that boarding may be one such way, however, we do not contend that such needs can best be met by the style of boarding associated with the public school. On the contrary, our other research studies will produce evidence that children with "need" (most of which derives from family problems, see p. 272 below) have special requirements, that if they enter public schools in considerable numbers, their requirements would involve fundamental changes in the structure and ethos of the schools and in practice that most schools are unable or unlikely to make such changes voluntarily.

This paper solely discusses demand and need. It leaves to later reports discussion of how they are being met now and ought to be in the future.

ROYSTON LAMBERT.

1. RESEARCH DESIGN

The research project described in this paper is no more than a bare outline of a major report which will be published in 1969. Its inspiration was a pilot survey carried out in Cambridgeshire¹ which suggested that about 15 per cent of parents of all children in that county eligible for transfer to secondary education (i.e. aged 10+ and 11+) in 1965 wanted some form of boarding. In its turn, this work marked a refinement of a piece of research carried out in Swindon² in 1963, which implied a level of demand for boarding as high as 25 per cent. Both these projects, however, incorporated certain methodological weaknesses: in the case of the latter a small sample not based on any recognised sampling procedure, and in the case of the former the inclusion in the sample of parents of children at preparatory schools. In neither survey was any real comparison attempted. In addition, the surveys produced widely disparate conclusions, which suggested that further work was needed if results were to be achieved, which were both valid and reliable for the purpose of national projections.

To this end, therefore, five areas of the country: Oxfordshire, South Shields, Surrey, Barking, and Coventry were selected in which further and more detailed investigations could be carried out. They were chosen on the basis that they gave a complete coverage of the following variables.

- I. The Urban/Suburban/Rural Continuum
- II. Social class composition
- III. Stable and mobile populations
- IV. Regional differences within England

In each area, information was sought from three sources: parents, teachers and children, and where possible social welfare agencies were consulted. The research is still in progress and this paper will of necessity be confined to material derived from parents in Oxfordshire, South Shields and Surrey, and from teachers in all five areas. (Information for the parental surveys in Barking and Coventry is not yet available.)

Because it would have been impossible to have covered the total child population in any area, various sampling procedures were adopted which meant initially that the Oxfordshire survey was confined to a region in the north of the county, and the Surrey survey to an area in the south east. All the schools concerned came within the maintained sector of education, and the secondary schools, unless otherwise stated, were all moderns.

Parental Questionnaires:

I. North Oxfordshire. A postal questionnaire was sent to parents in the final year at all primary schools (aged 10+), and also to those of children in the year prior to the penultimate year (aged 8+). At secondary level, questionnaires were sent to parents of all pupils in the schools concerned. 21 primary and 7 secondary schools were involved (including 1 grammar school). In all,

¹ "The Demand for Boarding Education": Royston Lambert. Inquiry Into Boarding Education Papers. Number Three. Published privately by King's College Research Centre, Cambridge. (May 1966).

² "Do parents want boarding": Peter Willmott and Michael Young. "Where" XVI Spring 1964.

3,741 questionnaires were distributed—1,185 to primary school parents and 2,556 to parents of secondary school pupils. Each parent was given a stamped addressed envelope and asked to return the questionnaire direct to Cambridge. The response rate was 44.1 per cent, and at least a further 0.8 per cent of children lived in residential homes, which effectively excluded any parental reply.

II. *South Shields*. Questionnaires were sent to a one in two random sample of parents of children in the final year at all primary schools (10+), and to a similar sample of those of second year pupils in all secondary schools (12+). 24 primary and 13 secondary schools were involved (including two grammar). In all, 1,683 questionnaires were distributed—862 to primary school parents and 821 to secondary school parents. Instead of being given a stamped addressed envelope, parents were asked to seal their questionnaire in a plain envelope and to return it to school via the child. The response rate of 89.1 per cent was double that of North Oxfordshire.

III. *S.E. Surrey*. In the two urban districts which were surveyed, questionnaires were sent to parents of all pupils in their final year at primary school (591 pupils in 18 schools), and to parents of all pupils in their second year at secondary school (581 pupils in five¹ schools, including one grammar). The procedure adopted was the same as in South Shields and 70.0 per cent of questionnaires were returned.

Set out below, as Table 1, is a summary of the numbers involved in the three parental inquiries.

Table 1
Numbers involved in survey of parental opinions

Area	No. of primary school pupils in sample	No. of sec. school pupils in sample	Total No. of people in sample	No. of questionnaires returned
N. Oxon.	1,185 (21 schools)	2,556 (7 schools)	3,741 (28 schools)	1,650 (44.1%)
S. Shields	862 (24 schools)	821 (13 schools)	1,683 (37 schools)	1,500 (89.1%)
S.E. Surrey	591 (18 schools)	581 (5 schools)	1,172 (23 schools)	820 (70.0%)

By examining the stated opinions of parents, it is possible to determine the extent of the demand for boarding education. It is less easy, however, to evaluate its nature. For example, what proportion of parents who demand boarding want it basically as a vehicle of social mobility; what proportion as a desirable system of education in itself; and what proportion of families really need boarding. In particular one would like to know the distribution of demand into firstly what one may term desire and secondly into the element which consists of need. In addition, part of the total demand will, of course, consist of a combination of these two factors.

¹ Two secondary schools with a total of 143 second year pupils refused to co-operate in the survey—the only ones so far out of over a hundred—with the result that parents in these two schools did not receive questionnaires.

But to use the opinion of parents in assessing need is to employ a blunt instrument. Not only are these opinions subjective, but also one cannot assume that non-respondents do not need boarding¹. It is really impossible therefore, to calculate the amount of need for boarding solely on the basis of a primitive classification of parental opinion into desire and need. It was felt that the most objective assessment of need, combining knowledge of both a child's educational progress and social well-being, could be provided by teachers. To this end, certain selected form teachers were given an inventory, setting out various *prima facie* categories² of need for boarding and asked to list any children in their form who might be in need and might particularly benefit from some form of residential education. It was stressed to teachers that a child who fell into a category (e.g. one parent dead or absent) did not automatically become a candidate for boarding.

Teachers' Inventories:

I. *North Oxfordshire*. In the primary schools, the pupils for whom information was sought represented exactly the same cohort involved in the parental inquiry (the 8+ and 10+ age groups), a total of 1,185 persons. In the secondary schools, however, information was restricted to the second, fourth and fifth years (but excluded the fifth form in the grammar school)—a population of 1,145. This, added to the primary school sample meant that teachers were asked in all to consider 2,330 children as candidates for boarding. In other words, if the teachers had, at one extreme, recommended 2,330 children as being in need of boarding, need could be said to be 100 per cent.

II. *South Shields*. Information was sought about all final year pupils in primary schools and all second year pupils in secondary schools, a total of 3,366 persons, exactly twice the number of persons included in the parental survey.

III. *Surrey*. Information was collected for exactly the same population included in the parental survey—591 primary school pupils and 581 secondary school pupils.

IV. *Barking*. Information was collected for 881 final year primary school pupils and 952 second year seniors—a total of 1,833 persons.³

V. *Coventry*. Information was collected for 822 primary school pupils in the year prior to the penultimate year (aged 8+); 799 final year primary pupils and 725 second year seniors⁴—a grand total of 2,346 persons. The three cohorts represented approximately a 1 in 6 sample of the pupil population in the age groups concerned.⁵

¹ This means that any assessment based on parental claim is likely to be an underestimate.

² These categories can be examined by turning to pages 265 and 266.

³ This is the same cohort which will be covered by the parental survey. Pupils came from approximately a 1 in 3 sample of schools, selected as comprising a representative cross-section of the Borough's population. Twelve primary and seven secondary schools (out of 32 primary and 23 secondary) were involved, including one grammar.

⁴ In two schools, the bottom form, composed largely of non-English speaking immigrant children was excluded from the survey. These 55 persons were also excluded from the parental inquiry, which except for the elimination of the 822 persons aged 8+ covered the same group as that with which the teachers were concerned.

⁵ Eleven primary and six secondary schools were involved (including two comprehensives)—approximately 11 per cent of the total number of schools in Coventry: 122 primary and 30 secondary establishments.

Set out below as Table 2 is a summary of the numbers involved in the teachers' inquiry.

Table 2
Numbers involved in teachers' estimates of need

Area	No. of primary school pupils in sample	No. of secondary school pupils in sample	Total no. of pupils in sample
N. Oxon.	1,185 (21 schools)	1,145 (7 schools)	2,330 (28 schools)
S. Shields	1,724 (24 schools)	1,642 (13 schools)	3,366 (37 schools)
S.E. Surrey	591 (18 schools)	581 (5 schools)	1,172 (23 schools)
Barking	861 (12 schools)	952 (7 schools)	1,833 (19 schools)
Coventry	1,621 (11 schools)	725 (6 schools)	2,346 (17 schools)

This description of the research design is limited apart from the footnote below to that part of the research described in this paper. It excludes those sections of the research for which no space is available here or on which information is still being collected/processed. These include the parental inquiries in Barking and Coventry; a follow-up survey of the parents of children said by teachers to be in need in North Oxfordshire, and the views of pupils on boarding in all five areas. In addition, an examination has been made of the extent to which need for boarding is associated with maladjustment, using the Bristol Social Adjustment Guide.

2. THE SIZE OF DEMAND FOR BOARDING

Boarding in this country has always been largely synonymous with the public schools and has, therefore, been confined to the children of those parents who could afford to pay the full economic rate for it. In terms of socio-economic status, this has meant that only the professional and administrative classes¹ have ever really considered boarding as a viable system of education. In addition, neither the style of independent boarding (rural environment; child away from home for long periods of time) nor its ethos (based on upper middle class normative values) have been conducive to the cultural patterns of working class family life. But if the economic barrier were removed and if simultaneously the character of boarding could be adapted to accommodate working class educational and social expectations, what would be the result? How many people would want boarding? What sort of boarding would they

¹ "The Public Schools" Graham Kalton. Longmans (London 1966). See p.35.

want? It was in order to answer this type of question that the survey of parents was carried out, although at the moment results are available only for Oxfordshire, South Shields and Surrey. The demand described in the following chapters is, it should be remembered, quite independent of the demand which emanates from those parents who already send their children to boarding establishments.

The most simple method of determining the level of demand for boarding is to ask a person to answer in the positive or negative to a direct question. But the most simple method is not necessarily the best. It costs nothing to express the intention of buying the new washing powder "Fuzz" before it is placed on the market. Demand for boarding, therefore, should not be regarded as a simple, absolute concept, but as something equivalent to the economists' idea of marginal utility. In these surveys, therefore, an attempt was made to measure demand by examining the consistency of expressed desires and as a result more than one level of demand is postulated.¹

¹ One of the questions on the parental questionnaire reads as follows:

"The three statements below refer to boarding education. After *each* one are two words 'Yes' and 'No'. Would you please *TICK* the word *you* think fits *your* point of view"—

- | | | |
|--|-----|----|
| (a) My child <i>needs</i> some form of boarding education | YES | NO |
| (b) I <i>prefer</i> boarding education to day school | YES | NO |
| (c) I just <i>like</i> the idea of my child going to a boarding school | YES | NO |

Those persons who answered "Yes" to a least one of these statements are counted in this paper as comprising the "Upper level of demand".

In order to check the consistency of choice made, however, parents were also asked to answer the following question:

"If parents could choose the sort of school their child went to, which of the following choices would you prefer. Please rate in order of preference from 1 (first choice), 2 (second choice) to 5 (least preferred)—

Ordinary secondary day school	Child goes to school 9 a.m.—4 p.m. most weekdays. He returns home for tea and to do his homework.
Extended secondary day school	Child goes to school 9 a.m.—7 p.m. most weekdays. He has his tea at school, does his homework and various recreational activities there.
Local secondary boarding school	The child lives at school which is within easy reach of home, and he returns home most weekends.
Secondary boarding school outside the County	This school is further away from home, the child stays there most weekends during term.
A school like Eton, Harrow, Rugby or Winchester (or a famous girls' public school)	This is the traditional kind of public school.

The choices of those persons comprising the upper level of demand were examined and that section which also chose one of the three boarding options as their first or second preference are counted as comprising the "lower level of demand".

In other words, the lower level of demand includes a built in check of the consistency with which parents demand boarding education, insofar as it demands a sign of approval for boarding in more than one answer. The cut-off point is inevitably arbitrary; one could, for example, confine the lower level of demand to those persons who placed a boarding option as first choice. But whatever critical level is selected, demand for boarding ought never to be conceived solely in terms of black and white. It is a continuum and it includes many shades of grey. Any discussion of the "level of demand" is nothing more than a working definition—a form of linguistic shorthand.

Table 3 below shows both levels of demand for boarding in each area. In addition, the percentage who gave a boarding option as first choice and the percentage who gave concrete reasons of one sort or another for wanting boarding are also provided. These two factors offer a further check on the reliability of any of the other estimates of demand.

Table 3
Parental demand for boarding¹

Area	% upper level of demand	% lower level of demand	% naming one of the three boarding options as 1st choice	% giving concrete reasons for wanting boarding
N. Oxon. N = 3,741	14.4	12.0	11.2	11.8
S. Shields N = 1,683	23.7	19.9	19.8	20.1
S.E. Surrey N = 1,172	14.6	11.3	12.6	13.6

The Cambridgeshire Survey suggested a level of demand for boarding of 15.3 per cent², but the survey was based on children at preparatory as well as at primary schools. Had the former element been excluded, one would expect the figure to have been somewhat lower. Both North Oxfordshire and S.E. Surrey have many similarities in their social composition with Cambridgeshire. In the light of this, it is interesting to note how the lower level of demand in both these areas approximates to what might have been the likely demand in Cambridgeshire had the preparatory schools been excluded.

The table shows that there is not a great deal of disparity between the four different calculations employed and that 12 per cent is a conservative representation of the level of demand in Oxfordshire and Surrey. By comparison, South Shields does not appear to fit into this pattern with a demand level of about 20 per cent. It is extremely difficult to account for this very high percentage, particularly as it relates to South Shields and not to an area like Surrey, where a high demand for boarding would not be unexpected. The town has no tradition of boarding education, and has only a minute administrative and professional class. Part of the answer may lie in the very fact that a new concept was being introduced to the parents of South Shields and was, by its very novelty, regarded as an attractive proposition. Some persons thinking of boarding for the first time, obviously would not understand the implications of the system of education and might, for instance, have made unrealistic assumptions about the amount of time (in years) spent by children

¹ A non-respondent is counted as not wanting boarding. Thus the percentages in question are based on the total population surveyed, not solely on respondents.

² "The Demand for Boarding Education", p.3.

at such schools. These two factors must be of some relevance, but of course, a more charitable explanation is simply that whereas some of the demand for boarding in Oxfordshire and Surrey would already have been satisfied, this proportion would have been quite negligible in South Shields. In other words, the surveys in Surrey and Oxfordshire were biased against boarding insofar as they excluded those persons who had already opted for it. This could not be of importance in South Shields because even at the public school level, boarding is not a widespread phenomenon in the north-east of England.

It is interesting to note the tremendous response to the parental questionnaire in South Shields (89.1 per cent)—considerably greater than any other area and really quite outstanding for this type of survey. Indeed the interest of South Shields parents, teachers and children in the survey gave the lie to the interviewers' pre-expectation of the town as likely to be excessively parochial and disinterested in such esoteric matters as boarding. To say this is not to decry the interest shown in other areas, but to stress the response of the people of South Shields. This even went to the extent of publicity for the research in the local press.

Policy making, however, is of course, concerned not with general public interest in a survey but with hard statistics, and in the event of the same population in South Shields being offered boarding places, it would be surprising if 20 per cent were to accept. The survey represented the first response to a new idea, a flush of enthusiasm which would be very unlikely to last into the clear, hard light of day. In short, the research in South Shields was more than just a survey. It represented for the people of South Shields an insight into new horizons and by this educational function influenced (in favour of boarding) as well as reported the views of the parents of South Shields.

By contrast, the figures for Oxfordshire and Surrey are likely to represent to a much greater extent the bedrock of public opinion, particularly as both areas are well stocked with boarding schools. 12 per cent is the kind of figure which should be found realistic in any estimate of national demand for boarding. This would represent about 336,000¹ pupils at secondary level and 504,000² pupils at primary level, assuming that 50 per cent of demand is for primary and 50 per cent for secondary boarding. As we shall see later this is not a realistic assumption.

Demand for boarding education, then, seems to lie around 12 per cent³ and this is the figure on which all ensuing discussion will be based. But before proceeding to an analysis of the age at which boarding is wanted, it ought to be pointed out that parents were asked for their opinion not about boarding *per se*, but about boarding for a particular child. A few families in fact will

¹ This and all other projections at secondary level are based on a total maintained secondary school population of 2,800,000. A glance at "Statistics of Education" 1966 Vol. 1 HMSO (London 1967) p.23 reveals that there are actually 2,816,793 pupils in this category in England and Wales.

² This and all other projections at primary level are based on a total maintained primary school population of 4,200,000. There are actually 4,168,396 pupils aged 5 to 14 in primary schools. (The 12 to 14 age group is a quite negligible factor accounting for less than 10,000 pupils).

³ The manner in which techniques of presentation of something novel can influence the response rate to a questionnaire may throw doubt on the assumption that all non-respondents do not want boarding. In the same way it has been suggested that the South Shields total over-estimated demand, 12 per cent may well underestimate demand in Surrey and Oxfordshire; in the latter area particularly, where the response rate was less than 50 per cent.

have been asked to complete questionnaires for more than one child, so that the total number of parents involved will be slightly less than the total number of children in any of the sample populations. It is noticeable that a number of parents in this category demand boarding for one child, but not for another. In other words, the question of boarding to at least some parents appears to have involved a conscious decision related to the needs of an individual child, rather than to a pre-judged attitude to boarding either as a system of education or social organisation or medium of social mobility. This is not to deny that the vast majority of parents have definite views on boarding as a social system, which are likely to be inflexible and unrelated to the needs of the individual child.

Whether or not the goal was achieved, however, it is relevant to state in assessing their validity, that these parental surveys did attempt to centre on the needs of the child as opposed to the attitude of the parents. The distinction in most cases may be academic, but it could well be an important dichotomy if parents with children in need were to reject boarding out of hand.

3. WHEN AND FOR WHICH SEX IS BOARDING WANTED?

I. Time at which boarding is wanted

It is necessary to establish an important distinction before looking at this subject. This concerns on the one hand demand for boarding at primary and secondary level, and on the other hand the demand for boarding among parents of pupils at primary and secondary schools. Parents of children at primary school who want boarding at secondary level can in no way make their demand effective before that stage of education is reached. Table 4 below shows that so far as the latter aspect is concerned, there is no outstanding difference in demand between parents of primary and secondary school children. Whereas in Oxfordshire, demand of primary school parents exceeds demand among parents of children in secondary schools, the reverse is found to be the

Table 4
Demand for boarding among primary and secondary school parents

Area	% Lower level of demand primary school parents	% Upper level of demand primary school parents	% Lower level of demand secondary school parents	% Upper level of demand secondary school parents
<i>N. Oxon.</i>				
Primary N = 1185	13.8	16.1	11.2	13.6
Secondary N = 2556				
<i>South Shields</i>				
Primary N = 862	17.7	21.8	22.3	25.8
Secondary N = 821				
<i>S.E. Surrey</i>				
Primary N = 591	11.2	15.1	11.5	13.8
Secondary N = 581				

case in South Shields. Surrey falls somewhere between these two polar positions. It is at this point that the distinction becomes important. Nothing whatsoever is said here about the greater popularity of boarding at primary level, or *vice versa*. In fact, parents were in all cases asked for their opinions about boarding at secondary level and a majority of parents appeared to bear this in mind in completing their questionnaire.

At the same time, however, parents wanting boarding were given the opportunity (if they came within the limits of the upper level of demand) to choose the time period in which boarding was desired, and primary boarding was included as a possibility. The actual question was—"If you want (or wanted) some form of boarding for your child, at what age would it be?" The answers to this question presented as Table 5 imply although they do not prove conclusively, that there is little or no demand for boarding below the age of eleven. In support of this point of view is a vast mass of material from parents which attests to the importance still placed on the family unit for the child's maturational development.

It is made quite explicit here that boarding at primary school level¹ is favoured

Table 5
Time at which boarding is wanted²

Area	% 5-11	% 5 to school leaving age	% 11 to school leaving age	% 13 to school leaving age	% Final year at sec. school	% Vith form	% Other	% No answer	% Total
N. Oxon. N = 539	0.6 ³	Category not included	56.5	Category not included	17.6	7.2	15.5 ⁴	2.6	100
South Shields N = 399	1.3	3.0	43.1	33.3	10.0	2.8	1.5	5.0	100
S.E. Surrey N = 171	1.0	2.9	39.2	33.5	9.4	6.4	6.4	1.2	100

¹ In one respect the primary school total is misleading. This arises from the methodological inaccuracy of not including an 8-11 years category in the questionnaire. Some parents who would not countenance boarding at the age of five might well consider it after another three years had elapsed. At the same time, however, research carried out by the Research Unit suggests that even many parents of children at public schools are reluctant to consider boarding under the age of eleven.

² This table includes only those persons who comprise the upper level of demand.

³ In North Oxon. this category was only used for parents of primary school children. The figure of 0.6 per cent covers both juniors and seniors; but even confined to juniors the equivalent percentage is only 1.6 per cent.

⁴ In North Oxon. the high total under "Other" is accounted for by the fact that two categories used elsewhere were not included. In fact most of the 15.4 per cent opted for the 13+ period of boarding. Had this category been included, it is likely that it would have increased its popularity, at the expense of the 11+ and Final Year categories. This volatility—based merely on the inclusion or exclusion of categories—suggests that parental choice shows some flexibility over this matter of a suitable time period for boarding. But it is intra-secondary level flexibility, not transferable between primary and secondary level.

by only about four or five per cent of those persons wanting boarding. This applies to all areas. Final year or sixth form boarding is favoured by 12·8 per cent of South Shields parents, and 15·8 per cent of Surrey parents. The high proportion of Oxfordshire parents falling into this category (24·8 per cent) is very likely accounted for by the absence of a 13+ category, which was highly favoured in South Shields and Surrey—almost certainly not because of its public school connotation, but because it marked a happy compromise between the scylla of a somewhat open ended commitment from 11 onwards and the charybdis of the rather experimental idea of a 'New' form of education for one year. It would be surprising if the two categories 11+ and 13+ were not widely interchangeable. In both South Shields and Surrey, they accounted for about three-quarters of parental choices.

To sum up, therefore, it can be pointed out that of those persons with some sort of demand for boarding, no more than 5 per cent appear likely to want boarding at primary level¹; boarding for a one year period is likely to be favoured by 15–20 per cent and the remaining 75 per cent is likely to want boarding for a period of years starting at 11 or 13. These figures correspond closely with those of the Cambridgeshire² survey, although in this case parents were not asked to consider boarding at the primary level. Despite the fact that less than 1 in 5 of parents favour a one year period away from home, it is clear that for many people, the idea of a combination of day and residential education is an attractive proposition.

If this age choice distribution were to be projected nationally, 25,200³ primary boarding places would be needed, whereas 329,280⁴ secondary places would be necessary if demand were to be totally satisfied. These totals it should be remembered do not include children already at preparatory or secondary boarding schools (maintained or independent).

II. *Boarding for boys and girls*

The vast majority of boarding places in this country are for boys rather than for girls. In part this is due to the historical development of the public schools and may well reflect the time-hallowed belief that woman's place is in the home. But to what extent does this attitude still hold true? Is the demand for boarding for girls at all substantial? Table 6 below suggests that the demand for boarding for girls is of an equality with the demand for boarding for boys. What this table does not set out to demonstrate is the relative proportions of boys and girls among the population as a whole for whom boarding is demanded. To do this, two conditions would have to be satisfied. These are firstly, that the proportions of boys and girls included in the survey should be equivalent to the sex composition of the age cohorts concerned in the population. The second is that the response to the survey should also be representative of these cohorts. In fact these conditions present few problems. The national male-female ratio within the age groups concerned is about 50:50

¹ This 5 per cent is composed of 2 per cent wanting boarding from the age of 5 to 11 and 3 per cent from 5 to 15. In other words, this latter group want boarding at both primary and secondary levels, which means that 98 per cent of parents (not 95 per cent) will demand boarding at secondary level.

² "The Demand for Boarding Education", p. 13.

³ 5 per cent of 12 per cent of 4,200,000.

⁴ 98 per cent of 12 per cent of 2,800,000.

Table 6
Boarding for boys or for girls

Area	% of upper level of demand consisting of parents of girls	% of girls at lower level of demand	% of upper level of demand consisting of parents of boys	% of boys at lower level of demand
N. Oxon. N = 539 (Upper) N = 449 (Lower)	49.3	49.7	50.7	50.3
South Shields N = 399 (Upper) N = 336 (Lower)	48.6	50.0	51.4	50.0
S.E. Surrey N = 171 (Upper) N = 133 (Lower)	49.7	49.6	50.3	50.4

and the response to the three surveys almost exactly reflects this ratio.¹ Assuming that sampling procedures were accurate, it now becomes possible to state with some degree of certainty that the raw demand for boarding is spread almost equally between boys and girls. In terms of actual places at secondary schools, this would mean that 164,640 places would be needed for boys, and a similar number for girls.²

These results diverge slightly from those of the Cambridgeshire survey³ which suggested that 56 per cent of demand was for boys and 44 per cent for girls. In that area the element of respondents with sons at preparatory schools is likely to have accounted for the higher total for boys. Even here, however, the total for girls is still surprisingly high and two possible explanations come to mind. The first is that so few girls now board that any latent demand is likely to be to a great extent unrequited. It follows as a corollary that a greater proportion of the demand for boarding for girls will come from the higher socio-economic groups than does the demand from parents of boys. Secondly, it may be that the demand for short-term boarding is for girls rather than boys, in which case, equality of demand for both sexes may be open to rather more subtle interpretations than appear at first sight. Both these hypotheses will be examined in the final report of this project. For the moment, suffice it to say that where projections of demand are made, they can be split down the middle, if the reader desires to consider only one sex.

¹ In fact the responses were slightly weighted in favour of girls in South Shields and Surrey. This is not an important factor, however, for it is consistently assumed throughout this paper that non-respondents do not want boarding. Even, therefore, if the response had been biased towards one sex, it could still have been argued that this reflected the greater interest in boarding on the part of parents of the one sex (and *vice versa*). In this sense, therefore, the condition relating to an equal response from parents of boys and girls is a superfluous one.

² Assuming a level of demand of 12 per cent; 98 per cent of which was effective at secondary level.

³ "The Demand for Boarding Education" P. 11.

4. THE TYPE OF BOARDING WHICH PARENTS REQUIRE

I. *How popular are the public schools?*

This is an important topic from a practical as well as from an academic angle. Any scheme which seeks to integrate the maintained and independent sectors of education must depend on the willingness, not only of public schools to take pupils paid for by local education authorities, but on the agreement of parents within the maintained sector to allow their sons and daughters to go to public schools. In the past, even when financial barriers have been removed, local education authority supported entry into independent boarding schools has hardly been over-subscribed.¹ To what extent is this antipathy, possibly even hostility, towards the public schools still reflected in the attitudes of that section of the population without any previous contact with this form and style of education?

The parental surveys attempted to assess the degree of popularity of the public schools by, as has already been demonstrated, presenting them as one of a series of three possible types of boarding education. In order that the economic consideration should not be uppermost in the respondent's mind, it was pointed out in a covering letter that—"if you would like some form of boarding for your child at some stage in his/her career do not be too apprehensive about the possible cost. Nearly all parents would require some financial help to make it possible and there would, in fact, be a scale of contributions for this. In certain domestic circumstances it might cost no more than keeping your child at home".

Table 72

Type of boarding preferred by the group who expressed a demand for boarding

Type of boarding school	% wanting it in N. Oxon. N = 539 (449)	% wanting it in South Shields N = 399 (336)	% wanting it in S.E. Surrey N = 171 (133)
Local boarding school	62.9 (65.0)	66.7 (66.4)	63.7 (65.4)
Boarding school outside County	11.7 (13.4)	7.2 (8.3)	9.9 (10.5)
Eton—public school	18.7 (21.6)	21.3 (25.3)	19.9 (24.1)
No choice made	6.7 (Nil)	4.8 (Nil)	6.5 (Nil)
Total	100	100	100

¹ 25 per cent of parents in Swindon expressed a demand for boarding, but when an integration scheme was begun at Marlborough, only 11 per cent of those eligible to apply did so. Similarly, the 25 per cent "Fleming" scheme has never achieved widespread success; although this is due (unlike the Swindon/Marlborough project) to the attitude both of independent schools and local education authorities as well as to the unwillingness of parents to participate. The Fleming scheme is contained in "The Public Schools and the General Education System", Board of Education HMSO (London 1944).

² Percentages are given for the upper level of demand, with the relevant figure for the lower level of demand included in brackets.

Of those people who expressed a demand for boarding, what proportion wanted public school and what proportion opted for the other two alternatives available? The answers to this question are presented in Table 7.

The picture presented is a fairly consistent one. Local boarding is favoured by about 65 per cent of respondents, out-county boarding by about 10 per cent, and the public school alternative by about 25 per cent. It is very likely that the section of the population opting for the public school alternative is that group most concerned with social mobility and, therefore least likely in the event of being offered boarding places, to have any positive effect in reducing the social divisiveness of the public schools. But the alternative: of providing local boarding facilities for 65 per cent of the group with this particular kind of demand is a frightening one. It might be conceivable in areas like Oxfordshire or Surrey, but in the midlands and north of England where boarding establishments are spread thinly on the ground, the problems are likely to be enormous. For instance, if demand for local boarding were to be satisfied in South Shields, 549¹ secondary places would be necessary. But are there this number of places within say a 30 mile radius of South Shields? (This is anyway probably stretching the definition of local rather far). In the whole of the Northern region (comprising Cumberland, Northumberland, Westmorland, the North Riding of Yorkshire and County Durham) only 6,285 independent boarding places exist for all age groups.² We are now presented with the new question of the extent of transferability of parental choice from one type of boarding school to another.

Accepting that integration should not be based largely on those who want public school places of the present kind, we enter the uncertain ground of how many more would want places if the schools changed in varying degrees, or if it was made quite clear to parents that maintained local boarding places would not be available (to most of them) in the foreseeable future. The fact that a question urgently needs answering, however, is not a valid reason for claiming that one's reply is more accurate than it really is. We enter here into the realm of speculation. Quite obviously, it is extremely difficult to get a really accurate estimate of the proportion of people who will be prepared to use the new washing powder "Fuzz". It is even more difficult to estimate the extra persons who will use "Fuzz" if blue spots are added.

I have, however, attempted below to measure the strength of demand for local boarding. I have done this by looking at those persons who selected local boarding as their first choice school. The hypothesis is that if their second choice largely consists of day schools, they would be unlikely to show any interest in other forms of boarding. On the other hand, if their second choice largely consists of the other types of boarding schools, they would be much more likely to show an interest in alternative forms of boarding. In other words, in the former case, demand for local boarding can be regarded as inelastic, whereas in the latter case it is considerably more flexible. Table 8 enables us to examine this hypothesis.

¹ This figure is arrived at by taking the pupils on the secondary school roll in South Shields in January 1966 (7,172)—then calculating 65 per cent of 98 per cent of 12 per cent of 7,172. In addition, 549 would be a meaningless figure if a similar pattern of demand were to be repeated in North Shields, Sunderland and Newcastle-upon-Tyne (to name only three of the larger centres of population) all within a twelve mile radius of South Shields.

² "List of Independent Schools in England and Wales" HMSO ("List 70").

Table 8

The second choices of those persons giving primacy to local boarding

Area	% of those choosing LBS as 1st choice who also chose ordinary day school as 2nd choice	% of those choosing LBS as 1st choice who also chose extended day school as 2nd choice	% of those choosing LBS as 1st choice who also chose out-county boarding as 2nd choice	% of those choosing LBS as 1st choice who also chose public school as 2nd choice	% of those choosing LBS as 1st choice with no second choice	% Total
N. Oxon. N = 249	15.3	34.1	22.5	6.8	21.3	100
South Shields N = 181	12.2	42.5	22.1	5.5	17.7	100
S.E. Surrey N = 67	11.9	40.3	31.3	6.1	10.4	100

Although there is a slight difference between the areas, it would appear that about one third of those persons choosing local boarding might be prepared to consider one of the other boarding alternatives. About half of the group, however, chose a day option as their second preference; a remarkably high proportion favouring the idea of the extended day school. We may assume that the fairly large proportion who made no second choice were not prepared to consider an alternative to local boarding.

This table is of further interest in that it shows that even where some other form of boarding was considered, it was considerably more likely to be out-county boarding than public school. This is also reflected if we look at the fifth choices, i.e. the least preferred type of school, of those who gave primacy to local boarding.

Table 9

The fifth choices of those persons giving primacy to local boarding

Area	% of those choosing LBS as 1st choice who also chose ODS as 5th choice	% of those choosing LBS as 1st choice who also chose EDS as 5th choice	% of those choosing LBS as 1st choice who also chose OBS as 5th choice	% of those choosing LBS as 1st choice who also chose public school as 5th choice	% of those choosing LBS as 1st choice with no 5th choice	% Total
N. Oxon. N = 249	11.2	5.7	6.0	53.8	23.3	100
South Shields N = 181	16.0	5.0	4.4	51.9	22.7	100
S.E. Surrey N = 67	9.0	4.5	10.4	62.7	13.4	100

In other words, not only is public school not favoured as a second choice by those who gave primacy to local boarding, but it is also the most disliked of all options provided, and this it should be remembered is referring to a population expressing some demand for boarding.

One is saying two things in this section of the paper. The first is that the demand for local boarding is inelastic rather than elastic; not more than a third of it is likely to be transferred to out-county or public school boarding. The second is that not only is the public school alternative not liked, but it appears to be positively disliked by a good many people who on the whole are favourable to the idea of boarding. Both these conclusions incidentally are also reached if an examination is made of the second and fifth choices of the group, admittedly small, wanting out-county boarding.

II *Single sex or mixed boarding?*

Most research on this subject has been based on the attitude of parents within the maintained day sector of education, and it reveals that there is a growing trend towards the choice of mixed as opposed to single sex schools. Boarding in this country has traditionally been composed largely of single sex establishments, but would this necessarily be the expressed preference of parents of children now at day school who want boarding? In other words, are there any factors in the boarding situation which militate parental choice against mixed boarding? In order to examine this question, all parents were asked whether they would prefer the school they had selected as their first choice to be single sex or mixed. Table 10 presents the wishes of those parents who comprised the lower level of demand.

Table 10
Demand for mixed and single sex boarding establishments among the group comprising the lower level of demand

Area	% of parents of boys wanting single sex boarding	% of parents of boys wanting mixed boarding	% No Answer	% of parents of girls wanting single sex boarding	% of parents of girls wanting mixed boarding	% No Answer
N. Oxon. N = 226 males 223 females	44.3	53.1	2.6	53.7	44.0	2.3
S. Shields N = 168 males 168 females	63.1	36.9	Nil	58.3	41.7	Nil
S.E. Surrey N = 67 males 66 females	47.8	50.7	1.5	68.2	30.2	1.6

As regards areal differences, no absolutely clear pattern emerges. Single sex boarding is almost overwhelmingly supported by parents of both boys and girls in South Shields. In North Oxfordshire and Surrey, however, mixed boarding has slight majority support for boys, while single sex boarding is chosen more often for daughters than is mixed boarding. The important

variable in fact is not area, but sex. Mixed boarding for girls is considerably less popular than mixed boarding for boys. In Surrey, it is desired by less than a third of the parents who want boarding for their daughters. By contrast, the support of mixed boarding for boys is less positive than the demand for single sex boarding for girls. Where it receives majority support (Oxfordshire and Surrey) it does so by only the narrowest of margins.

It is not difficult to explain why parents with daughters look on mixed boarding in less of a favourable light than do parents with sons. So far as policy making is concerned this points quite clearly in the direction of flexibility. For in the long run, the obvious anxiety which must motivate parental choice towards single sex establishments for their daughters is likely to be allayed by the eventual realisation that mixed residence does not imply cohabitation. In this sense, therefore, short term wants may not be consistent with the changes in public opinion which occur over a period of time.

5. WHICH PARENTS WANT BOARDING?

This aspect of the subject is, of course, crucially important in any examination of the extent to which an open door policy is likely to lead to a reduction in the social divisiveness of the public schools. If the lower socio-economic groups do not want boarding, any discussion of the integration of the public schools becomes fatuous. The following table puts the ensuing discussion in perspective, by analysing the nature of the response to the three surveys compared with the social class composition of each area, as shown by the 1951¹ census figures.

Table 11

Social class composition of each area compared with the response to each survey

Social Class	N. Oxon.		South Shields		S.E. Surrey		1951 Census England & Wales
	Survey	Census '51	Survey	Census '51	Survey	Census '51	
I	7.0%	3.0%	2.7%	1.6%	9.6%	7.6%	3.3%
II	18.1%	15.9%	9.3%	10.3%	25.1%	19.7%	15.0%
III NM	10.5%	46.1%	5.1%	52.3%	11.9%	51.5%	52.7%
III M	36.1%		46.5%		32.8%		
IV	21.5%	20.6%	22.9%	19.3%	11.3%	12.6%	16.2%
V	2.9%	14.4%	7.4%	16.5%	2.9%	8.6%	12.8%
Non-employed and Forces	2.9%		4.5%		4.3%		
No answer	1.0%		1.6%		2.1%		
Total:	100%	100%	100%	100%	100%	100%	100%

¹ In the 1961 census, material on social class is not available below regional level. It is, however, available for the sixteen socio-economic groups, whose use I have avoided here in order not to complicate the discussion. The writer's impression of the four areas is that Surrey and South Shields are accurately represented by the 1951 figures, but that they may slightly under-represent the higher social classes in Oxfordshire. Percentages taken from the census relate to occupied and retired males aged fifteen and over!

This table is important because if, to give an extreme example, the responding population in South Shields had consisted wholly of incumbents of social class V the total demand for boarding would automatically have come from within this group. The table shows, in fact, that the responses are biased in favour of the professional and administrative classes. This reflects the typical phenomenon of social survey work: that the middle class is more readily willing to complete a questionnaire than is the working class. Having established the point that the two top social classes returned a greater proportion of questionnaires than did the bottom three social classes, it is possible to analyse the demand for boarding in each area according to social class. Table 12 which follows provides information about the cohort likely to step forward if boarding were suddenly to become a real possibility for the whole population in each of the areas surveyed. Of the three areas in question, the one whose population most closely approximates to the national picture is probably South Shields.

Table 12

Upper level of demand for boarding in each area analysed by social class (in percentages)

Area	I	II	IIINM	IIIM	IV	V	Non-em- ployed	Forces (Com.)	Forces (Non-Com.)	No ans- wer	Total
N. Oxon. N = 539	8.6	25.0	9.7	29.5	20.4	2.4	1.9	1.1	0.6	0.8	100
South Shields N = 399	4.8	11.8	9.5	45.1	19.0	5.5	3.0	0	0	1.3	100
S.E. Surrey N = 171	15.3	22.4	15.9	28.2	8.8	3.0	1.8	0	2.3	2.3	100

This table should be compared with the previous one. It will be seen that whether the social composition of demand is composed with the percentage response for each social class or with the percentage size of each social class according to the census, the result is the same. In each area, so far as demand for boarding is concerned, the upper classes are over—and the lower classes under-represented. Thus, whereas 7.6 per cent of Surrey's population are included, according to the census, in social class I (and 9.6 per cent¹ of the survey's respondents were of this group) no less than 15.3 per cent, of demand for boarding came from incumbents of this social class. Similarly, social classes I and II taken together are represented in the cohort demanding boarding by about 38 per cent in Surrey (as opposed to a census total of about 27 per cent)—by about 34 per cent in Oxfordshire (about 19 per cent according to the census) and by about 17 per cent in South Shields (about 12 per cent according to the census). In other words social classes I and II are over-represented by about one-third (even more in Oxfordshire) in the cohort demanding boarding.

¹ On the assumption that a respondent is more likely to be interested in boarding than a non-respondent, a response rate of 9.6 per cent from a group composing only 7.6 per cent of a population is in itself of some importance.

Table 12 should not be interpreted to imply that the absolute demand for boarding from social classes I and II will be greater than from the other social classes. It simply says that in the group demanding boarding, persons of high socio-economic status are over-represented in relation to their number in the population.

An alternative method of looking at the likely social class composition of demand is to ask the question—what percentage of each social class would be interested in boarding if it were to be realistically offered to all. In other words, instead of examining the composition of the demand for boarding, one can examine the extent of the demand within each social grouping. Confining the analysis to respondents, this has been done below in Table 13.

Table 13

Percentage of respondents in each social class who demand boarding (upper level of demand)

Area	I	II	IIINM	IIIM	IV	V	Non- em- ployed *	Forces (Com.) *	Forces (Non- Com.) *	No ans- wer *
N. Oxon. N = 539	40.0	45.2	30.1	26.7	31.0	27.1	30.3	75.0	42.9	29.4
South Shields N = 399	42.2	40.7	49.8	25.7	21.5	22.5	20.9	0	0	22.8
S.E. Surrey N = 171	32.9	18.5	27.5	17.9	16.2	20.9	13.7	0	25.0	17.7

*Numbers involved are so small, percentages are not very meaningful.

We can see that it would be quite wrong to underestimate the demand for boarding among the lower social classes. Indeed, the most substantial demand in South Shields appears to come from skilled non-manual workers. This table, however, is nothing more than an interim piece of information for it only contains the views of respondents. It takes no account of the socio-economic distribution of non-respondents, whom we have consistently assumed to be hostile to the idea of boarding. Thus, other things being equal the greater the response from any social class, the higher the demand for boarding that social class is likely to have.

The piece of information which would be invaluable would be the above table, with a correction factor to allow for the differential non-response for each individual social class. Thus, for instance, assuming that initial sampling procedures produced a sample representative of the area's social class distribution¹, one would expect the 3,741 Oxfordshire questionnaires to be distri-

¹ This assumption is based on the fact that all maintained schools in the area were surveyed. A number of parents with children at independent schools, however, would not have received questionnaires. As these people almost certainly come from the higher social classes, any bias will lie in these groups receiving a rather less than proportionate number of questionnaires. In consequence, table 14 will tend to slightly under-estimate the demand from the top two social classes and correspondingly over-estimate the demand of the bottom three social classes. As explained in the text, this effect is likely to be of more importance in Surrey than elsewhere.

buted as follows: 3.0 per cent to persons in social class I; 15.9 per cent to persons in social class II; 46.1 per cent to persons in social class III, etc., etc. Let us now as an example do a little simple arithmetic on the material for social class II. 15.9 per cent of 3,741 is equivalent to 595 persons and this is the number of questionnaires which one assumes were distributed to parents of that social class. If the response rate had been 100 per cent, a demand rate of 45 per cent (see Table 13) would have meant that 268 persons requested boarding. But this suggestion is purely hypothetical for non-respondents far from having the same demand rate as respondents are assumed to have a nil demand. The real, as opposed to the apparent demand rate, therefore, is calculated by expressing the actual demand (135 persons) as a percentage of the supposed population (595 persons). Thus the actual demand rate, allowing for non-respondents in social class II is not 45.2 per cent but 21.8 per cent. The revised results, therefore, allowing for the differential non-response of each social class are presented below in Table 14.

Table 14¹

The number in each social class who demand boarding expressed as a percentage of the assumed population of that social class in each area

Area	I	II	III	IV	V
N. Oxon. N = 3,717	41.4	22.9	12.3	14.4	2.5
S. Shields N = 1,664	70.4	27.5	25.1	23.1	8.0
S.E. Surrey N = 1,162	29.5	16.6	12.9	10.3	5.0

The table shows two things: firstly that demand and social class rise *pari passu*, and secondly, that demand is consistently higher in South Shields than in the other areas. The first feature is what one would expect and the second is related to the fact, already shown, that the upper level of demand is considerably higher in South Shields than in Oxfordshire or Surrey. The relatively low figures of 29.1 per cent for Surrey's top social class is almost certainly accounted for by the fact that these surveys do not include parents of children already at public school. Surrey, likely to have a greater proportion of children in the category, therefore incorporates within its survey a bias towards those persons who had already rejected this form of education. One final point needs to be made about the table and this is the overwhelming importance of social class III in the constitution of any population. Thus, although for example, only 12.2 per cent of social class III in Oxfordshire would be likely to want boarding, the figure relates to 46.1 per cent of the total population in that area.

¹ In calculating this table, I have excluded 24 persons in Oxfordshire, 19 in South Shields, and 10 in Surrey who either gave no information about class or were in the Forces, or else were not employed. Thus in Oxfordshire, for example, N = 3,717 (3,741—the size of the sample minus 24).

This examination of the degree to which demand for boarding emanates from different social classes is extremely complex. As a consequence, there is no simple conclusion. In absolute terms there is likely to be a large numerical demand from incumbents of social classes III, IV and V. It will not just be large, it will be surprisingly large. As an example of what is meant by this we can carry out a very rough national projection as follows. Assuming a maintained secondary school population of 2,800,000, we may also assume that about 80 per cent¹ of this consists of children with parents in social classes III, IV and V, a total of 2,240,000 children and 20 per cent or 560,000 children with parents in social classes I and II. The next step is to make the usual assumption of a 12 per cent level of demand for boarding, 98 per cent of which is effective at secondary level. Then, if social classes III, IV and V are represented in the cohort wanting boarding by a number equivalent to their proportion in the population as a whole 263,424² children of these three social classes would require boarding. Similarly 65,856³ children of social classes I and II will require boarding.

But it has already been demonstrated on page 261 that social classes I and II are over-represented in the cohort demanding boarding by about one-third. Thus, in addition to the 65,856 places expected on the basis of a perfectly equally distributed demand for boarding, an additional 22,000⁴ or so places would be needed for children of parents in social classes I and II. By comparison 22,000 fewer places will be demanded for children of parents in social classes III⁵, IV and V.

Although the higher socio-economic groups are significantly more likely to demand boarding than the lower socio-economic groups; about 240,000 of the 329,280 secondary places wanted would nevertheless be for children of parents in social classes III, IV and V. This suggests that if children with parents in the top two social classes were excluded from any proposed integration scheme, sufficient demand would still be left for it to go ahead, always assuming of course that the type of boarding offered would be found acceptable to working class parents.

6. THE EXTENT OF NEED FOR BOARDING

It has long been recognised by local authorities that some children have a demonstrable social "need" for a form of education other than the traditional day school. Despite the efforts of an official working party in 1960⁶, the eligibility of a child to be classed as in need of boarding has continued to vary greatly between local authorities.⁷ The working party extended the traditional

¹ See Table 11 for a national social class distribution.

² 98 per cent of 12 per cent of 2,240,000.

³ 98 per cent of 12 per cent of 560,000.

⁴ This represents about an 8 per cent reduction in the expected distribution for these social classes; smaller than the 33 per cent or so percentage increment for the top two classes; because it is a considerably larger group numerically than the latter.

⁵ In South Shields, it is extremely interesting to note that social class III if considered separately from classes IV and V is slightly over-represented in the cohort demanding boarding.

⁶ Report of the Working Party on "Assistance with the cost of Boarding Education". H.M.S.O. (London 1960) (The Martin Report).

⁷ "The State and Boarding Education". Royston Lambert pp. 33-35. Methuen (London 1966).

concepts of need arising from parents living abroad or being excessively mobile within the United Kingdom, to include two new categories. These covered cases in which home circumstances were seriously prejudicial to the normal development of the child and those in which a child had a special aptitude which could be met only by boarding education.

Once it is accepted that the social and emotional conditions of the home and neighbourhood are relevant to any consideration of a child's educational needs, the potential clientèle of boarding are increased in number. These children are not necessarily emotionally deprived, although many may be under-privileged. For instance "large numbers of fatherless children, especially boys, might benefit from a boarding school education"¹ at some point in their school career. Elderly or infirm parents might be another factor with which boarding is able to successfully cope and in some rural areas, sheer distance travelled to and from school might be sufficient grounds for the expenditure of public money on boarding education. Some local education authorities interpret need liberally, while others are more conservative. Such vagaries of local authority thinking discriminate, however, against making an objective assessment of the number of children who need boarding education, simply by looking at the number of cases actually helped.

The amount of need for boarding may alternatively be assessed by parental claim; either in response to a research questionnaire² or in request for help with boarding fees, to a local education authority.³ It has already been pointed out, however, that projections of need based on the stated opinions of parents suffer from a number of handicaps:

- I No information is gleaned about non-respondents. One may reasonably assume that this group has little or no demand for boarding; one certainly cannot assume that it has a negligible amount of need.
- II Parents can and do disguise need under desire reasons for wanting boarding.
- III With the best will in the world, parents may be unaware of any special social or educational needs which a child might have.
- IV In the absence of objective criteria any assessment of need is bound to be subjective.

By seeking the opinion of teachers, it was possible to overcome all these deficiencies, although it remains true that some teachers, just like some parents, will be more kindly disposed than others towards the idea of boarding. The categories offered to teachers are noted below, in addition to which, respondents were encouraged to add their own comments and, if necessary, any new categories.

- A. The child is subject to frequent unsettling influence at home, e.g. father's work often takes him away from home for long periods.

¹ "Fatherless Families". Margaret Wynn. p. 123. Michael Joseph (London 1964).

² Of the three populations surveyed, 3.6 per cent of all parents surveyed in North Oxfordshire claimed need for boarding compared with 1.9 per cent in South Shields and 1.2 per cent in S.E. Surrey. These figures are based on non-respondents as well as respondents.

³ Two estimates, involving the use of both methods can be examined in "The State and Boarding Education" pp. 46-47. It is suggested here that 2.8 per cent of parents surveyed in Cambridgeshire claimed to have need for boarding.

- B. The parent(s) are too old or too ill to make adequate companions for the child.
- C. The child is often in a state of conflict with his parents or guardians.
- D. The child is often in a state of conflict with his brother(s) and/or sister(s).
- E. The child's home is overcrowded, or physically undesirable with insufficient space to 'think' or to do homework.
- F. The child is fatherless/motherless—needs a suitable form of male/female influence. (This might result from death or divorce/separation).
- G. The child is neglected.
- H. Both parents work and child does not receive sufficient care or attention.
- I. There is a degree of psycho-neurotic anxiety in the home which adversely affects the emotional development of the child.
- J. The child has brothers or sisters in a boarding school and wants to join them.
- K. The child's health (e.g. he has asthma) makes it desirable that he receives some form of education where his physical and emotional well-being are more closely integrated with the formal structure of the school, than is normally possible at a day school.
- L. The child has a particular gift, or wants to study a particular subject, or needs special teaching, the resources for which are not available at the school at present.
- M. The child is unable for some reason, to settle satisfactorily at a day school.
- N. The child particularly needs a more intensive type of education.
- O. The child needs a change in environment, e.g. home area is starved of social facilities—child needs a stimulus—or to get away from undesirable influences—or to be exposed to social intercourse with his peers.
- P. The child has an excessive distance to travel, in order to go to school. The result is that he/she is often physically tired and school work is retarded.
- Q. The distance which the child travels to school and/or combined with poor transport facilities precludes his participation in the normal extra-curricular life of the school.
- R. The isolation of the child's home makes it difficult for him to develop sufficient leisure time contacts with people of his/her own age (i.e. outside school hours).
- S. Both parents live abroad.
- T. Both parents are in the U.K., but the family is liable to frequent moves from one area to another.

These twenty categories may be regarded as falling into four groups, although no classification of any sort was suggested to teachers.

- I *Inadequate family unit* (Categories A, B, C, D, E, F, G, H, I)
- II *Educational and health needs of child* (Categories J, K, L, M, N)
- III *Inadequate neighbourhood unit* (Categories O, P, Q, R)
- IV *Parental mobility* (Categories S, T)

Using these categories, therefore, each form teacher concerned was asked to list any child in the class who was in need and might benefit from some type of boarding education. The results of this line of investigation are outlined in Table 15.

Table 15
Teachers' assessments of need

Area	Popu- lation at risk in primary schools	% in need of this pop.	Pop. at risk in secondary schools	% in need of this pop.	Pop. at risk in all schools	Total No. said to be in need	Total in need expressed as % of pop. at risk
N. Oxon.	1,185	3.6	1,145	4.0	2,330	89	3.8
S. Shields	1,724	5.2	1,642	4.9	3,366	170	5.1
S.E. Surrey	591	11.2 ¹	581	5.0	1,172	95	8.1
Barking	881	5.5	952	4.3	1,833	90	4.9
Coventry	1,621	2.0	725	5.1	2,346	70	3.0

With or without the reservation expressed in the footnote below, a greater proportion of Surrey children are classified as in need of boarding than in other areas, providing that we take primary and secondary schools together. It is possible to make two hypotheses regarding areal differences. These are as follows:

I *Relative need is greater in some areas than in others.* By this criterion, one would be tempted to expect South Shields or Barking to show the highest need rates, on the basis that these towns have more overcrowded homes and are less stimulating environments generally than Surrey or Oxfordshire. On the other hand, it would be erroneous, in the absence of firm evidence, to assume that an unstable family structure is less likely to be a feature of middle class than of working class family life.

II *Teachers in some areas are likely to be more kindly disposed towards the idea of boarding than teachers in other areas.* One would expect, therefore, that teachers in Surrey would be more readily willing to nominate children for boarding than would teachers in South Shields or Barking. Not only is there likely to be a more tolerant attitude towards boarding in a middle class community, but the local authority (Surrey C.C.) is one of the most sympathetic of county councils towards this form of education.² One would suppose that such cultural differences would be reflected in the attitude of individuals who are part of the social system from which a culture emanates.

The second hypothesis is supported by the figures for Surrey, but is not supported by the much lower figure for Oxfordshire, which of the other four areas has the most similar social composition to that of Surrey. As a further test teachers in Coventry, where there appears to be the lowest amount of need, were asked for their opinion about the possible abolition of the public schools. Almost three-quarters of them (72.9 per cent) refused to accept this

¹ This 11.2 per cent is based on a population of 591 children from 18 schools. Two large schools gave remarkably high totals and if these schools are excluded, the proportion of children in need is reduced to 7.4 per cent. The figure of 8.1 per cent will fall simultaneously to 6.1 per cent. As the numbers concerned in Surrey are smaller than those for other areas, the possibility of extreme scores distorting the total becomes correspondingly larger.

² "The State and Boarding Education" p. 33.

point of view. At the same time, only about one-quarter (27.1 per cent) expressed a willingness to send their own child to boarding school at the age of eleven. The implication must be that, at least in Coventry, teachers were not motivated to give a low return simply because of blind opposition to the public schools. Nevertheless, the possibility that the opposite process operated and that bias of teachers in Surrey in support of boarding boosted the total for that county, certainly cannot be excluded. This question of teacher motivation towards boarding is of obvious importance, if day school teachers are to have any part in an expansion of boarding provision.

The first hypothesis is not supported by the disapproval of the *a priori* assumption that Surrey will have less need than South Shields, Coventry and Barking. At the same time, however, Oxfordshire approximates rather more closely to the expected pattern of results. It is Surrey which is the thorn in the flesh (and to a lesser extent Coventry) and one can only conclude that the abnormally high result¹ for the area arises from a combination of a low sample and the cultural pressures of a county with a high proportion of administrative and professional people.

Having sought to explain these areal differences, it must now be pointed out that these are basically differences at the primary level. Indeed there is a high degree of agreement at the secondary level, where need ranges from 4.0 per cent in North Oxfordshire to 5.1 per cent in Coventry. By comparison, the spread at junior level is considerably wider, ranging from 2.0 per cent in Coventry to 11.2 per cent (7.4 per cent) in Surrey. If these teachers' estimates are to be regarded as having any validity, then need at secondary level lies somewhere between 4 per cent and 5 per cent of the school population. There appears to be little or no dispute about this.

At primary level, however, there is less unanimity and it is here that one would expect teacher prejudice to become an important factor, on the assumption that it is a fairly common belief that boarding should not be encouraged for children aged under eleven. This would certainly account for the low Coventry percentage (2.0 per cent), although another factor is also important here: the large number of non-English speaking immigrant children, many of whom teachers would not even be able to communicate with, let alone recommend for boarding. Nevertheless, one would not have expected that South Shields and Barking would appear to have greater need at primary than at secondary level, despite the fact that in neither area is the difference significant.² This is also true of North Oxfordshire. Only in Surrey and Coventry does need at primary and secondary level appear to be of quite a different order. Unless one is to assume that a child of eight or ten has needs which are wildly different from those he will have at twelve or fourteen, one would not expect primary and secondary totals to differ to any great degree.³ One would only expect, as may have happened in

¹ An examination of the number of cases with and without need in Surrey compared with the other areas combined shows that the difference is very highly significant. $0.01 \gg P$ ($\chi^2 = 254.7$. D.f. = 1).

² The difference between primary and secondary school need in South Shields is negligible. It is greater in Barking, but not to the level of any significance. $0.20 < P < 0.30$ ($\chi^2 = 1.55$. D.f. = 1).

³ In this context, it is interesting to note that research carried out by this research unit both in independent and maintained boarding schools reveals that about one third of all pupils in preparatory schools are need cases of one form or another, whereas at secondary level the figure falls to about one quarter.

Coventry, that willingness to acknowledge primary need would be less. It would be quite wrong, however, to ignore areal similarities by an excessive attention to differences. In Oxfordshire, South Shields and Barking there is general agreement that the level of need, among both the primary and secondary school children examined varies between roughly four and five per cent. Moreover, Surrey seniors and Coventry juniors also approximate to this pattern. Is it unreasonable to suppose that one child in every class of twenty-five might need, at some point in his school career, a spell away from home at a boarding school? Taking the more conservative estimate of need of 4 per cent and projecting nationally would mean that 112,000 secondary boarding places and 168,000 primary places would be necessary if need were to be totally satisfied. The more liberal estimate of 5 per cent would involve the provision of 140,000 secondary and 210,000 primary places.

7. THE NATURE OF NEED FOR BOARDING

It is quite obviously difficult to relate individual psychological needs to a social system. At the same time, a good deal of evidence has been accumulated in the course of this research to suggest that there are many children with serious need for an education other than in the traditional form of day school. Some needs such as those arising from parental mobility may be met simply by the removal of the child into a suitable residential establishment. In other situations, however, primary needs such as the absence of a parent or unstable family relationships may well lead to secondary problems, including some degree of emotional disturbance. In this more complicated situation, boarding is only one of a number of solutions which may be adopted¹ and if opted for, the school to be chosen must be selected with great care. It will be noted that nowhere in this paper is it argued that the public schools are a satisfactory vehicle for meeting the needs of working class boys or girls.

In practice as well as in theory, however, need for boarding is anything but a simple concept. An Oxfordshire parent, for example, states that his son—"is very intelligent and would profit from less distraction with evening study at a boarding school . . . social life here is nil for young people . . . the opportunity to play games at day school is limited because of the distance of home from the school". Moreover, it would appear that this particular boy might also need boarding for health reasons. Altogether, about 40 per cent of the North Oxfordshire respondents who claimed need for boarding did so on educational grounds. I will not, however, pursue this line of inquiry here because it has already been argued that too much validity should not be placed on parental claims of need. Instead it is possible to examine the teachers' assessments, which have the important advantage of being based on exactly the same set of categories.²

Table 16 presents the teachers' reasons in each area for stating that some children in the population in question were in need of boarding. It will be

¹ For a discussion of the respective merits of Boarding, Children's Homes and Foster Care see "A Role for Boarding Education in the Context of the Social Services". Raymond Woolfe. To be published shortly.

² The categories were discussed with most of the teachers concerned, although in the final resort it is inevitable that each teacher will have interpreted each category in a slightly different manner.

noticed that the number of categories mentioned in each area exceeds the number of children said to be in need. This arises from the fact that certain children had multiple reasons for being classified as in need. This is the sort of picture which one would have expected. A child with difficulties at home, for example, is also very likely to have educational problems.

Table 16
Categories of need for boarding

Category ⁴	N. Oxon. No. of persons in need = 89 No. of responses = 117	S. Shields No. of persons in need = 170 No. of responses = 330	S.E. Surrey No. of persons in need = 95 No. of responses = 164	Barking No. of persons in need = 90 No. of responses = 168	Coventry No. of persons in need = 70 No. of responses = 126
	% of responses falling in each category	% of responses falling in each category	% of responses falling in each category	% of responses falling in each category	% of responses falling in each category
A	Not included	13.0	6.1	3.6	4.0
B	4.3	5.5	3.0	0.6	1.6
C	17.1	6.0	8.0	9.5	5.4
D	5.1	3.3	2.4	2.4	4.0
E	18.8	10.9	8.7	4.8	8.7
F	Not included	13.0	12.2	18.1	14.3
G	Not included	7.5	3.6	4.8	4.0
H	Not included	4.2	6.7	3.6	3.2
I	Not included	Not included	9.8	12.5	14.3
		0.9 ²			
J	Not included	Not included	Nil	1.2	Nil
		0.3 ³			
K	8.5	4.0	4.9	6.0	2.4
L	4.3	1.2	2.4	4.2	4.0
M	9.4	5.5	2.4	5.4	1.6
N	Not included	6.3	6.7	3.6	8.0
O	Not included	18.4	14.0	11.9	24.5
P	1.7	Not included	Nil	1.2	Nil
Q	3.4	Not included	1.2	Nil	Nil
R	4.3	Not included	3.0	3.6	Nil
S	Not included	Not included	0.6	0.6	Nil
T	Not included	Not included	4.3	2.4	Nil
Z ¹	23.1	Not used out-	Not used out-	Not used out-	Not used out-
		side N. Oxon.	side N. Oxon.	side N. Oxon.	side N. Oxon.
Total	100	100	100	100	100

¹ Z was a composite category used only in North Oxfordshire. It almost certainly includes responses which would otherwise have been placed in categories A, F, H and I. It reads as follows.—“The child is in the care of only one parent, or one or both parents are frequently absent from the home, for example on business, and the child spends much time on his own. For this reason he does not receive adequate companionship from his parents”—Of the 23.1 per cent of responses in the category, 2.6 per cent can be attributed to A; 6.8 per cent to F; 0.9 per cent to H; and 0.9 per cent to I. North Oxfordshire (and also to a lesser extent South Shields) was used as a pilot area for this analysis and the final standardised list of categories was used only in Surrey, Barking and Coventry.

^{2, 3} Despite their not being offered as separate categories in South Shields; 0.9 per cent of responses were clearly attributed to I; and 0.3 per cent to J.

⁴ These categories are defined at the beginning of chapter 6.

There are two ways in which one can approach this table. The first is to look at the relative importance of individual categories, whilst the second is to bring the categories together into the four groups already suggested. Before doing anything, however, a word of caution is necessary and this refers to the fact that complete objective mutual exclusiveness between categories is quite impossible. Thus, for example, category A (Child subject to frequent unsettling influences at home) is twice as important in South Shields as in any other area. The reason is almost certainly that category I (Psycho-neurotic anxiety in the home) was not used in South Shields, but when used elsewhere, siphoned off some of the responses which would have otherwise been placed in category A.

Table 17

The five most important categories of need in each area

Position	N. Oxon. ¹	S. Shields	S.E. Surrey	Barking	Coventry
1st	(Composite Category)— Parental absence or lack of companionship (Z)	Unsatisfactory environment (O)	Unsatisfactory environment (O)	Only one parent (F)	Unsatisfactory environment (O)
2nd	Overcrowded home (E)	Unsettling influences at home (A)	Only one parent (F)	Psycho-neurotic anxiety at home (I)	Psycho-neurotic anxiety at home (I)
3rd	Conflict at home (C)	Only one parent (F)	Psycho-neurotic anxiety at home (I)	Unsatisfactory environment (O)	Only one parent (F)
4th	Child unable to settle at day school (M)	Overcrowded home (E)	Overcrowded home (E)	Conflict at home (C)	Overcrowded home (E)
5th	Health needs (K)	Child is neglected (G)	Conflict at home (C)	Health needs (K)	Intensive education needed (N)

At the same time, the individual categories are far from being invalidated. On the contrary, the pattern that emerges is a very consistent one. Category O (Socially impoverished environment), for example, is the most important single category in South Shields, Surrey and Coventry and is third in Barking. Similarly, I (Psycho-neurotic anxiety in the home) is almost everywhere highly placed; second in Barking and Coventry, third in Surrey. F (One parent dead or absent) is the most important category in Barking, the second most

¹ In examining Table 17, it should be remembered that N. Oxon. is not really comparable with the other areas. To a rather lesser extent, this also applies to South Shields.

important in Surrey and is third in both South Shields and Coventry. E (Overcrowded Home) is second in Oxfordshire and fourth in South Shields, Surrey and Coventry and finally C (Child/Parent conflict) is third in Oxfordshire, fourth in Barking and fifth in Surrey. The consistency with which certain categories are stressed is reflected by the fact that in the three absolutely comparable areas (Surrey, Barking and Coventry) only seven out of the twenty possibilities are included if a list is made of the five most frequent quoted categories. Nor are these the traditional boarding reasons of need such as Parental Mobility (Categories S and T). They relate to homes which are overcrowded, stressful and structurally weak, or else to the impoverishment of the neighbourhood in which the child lives.

Table 17 summarises this discussion by presenting the five most important categories in each area.

If we reduce the twenty categories into the four broad groups, we are left with the following picture.

Table 18
Categories of need classified into four broad groups

	% of Responses N. Oxon.	% of Responses S. Shields	% of Responses S.E. Surrey	% of Responses Barking	% of Responses Coventry
Group A Inadequate family unit (Categories A-I inclusive and Z)	68.4	64.3	60.5	59.9	59.5
Group B Education and health needs of child (Categories J-N inclusive)	22.2	17.3	16.4	20.4	16.0
Group C Inadequate neighbourhood unit (Categories O-R inclusive)	9.4	18.4	18.2	16.7	24.5
Group D Parental mobility (Categories S-T inclusive)	Nil	Nil	4.9	3.0	Nil
Total	100	100	100	100	100

To the extent that Group A was comprised of more categories than any other group, the probability that a larger number of responses would fall into it was greater. Nevertheless, the dominance of this cluster of reasons concerned with an inadequate family unit is quite clear. It accounts in each area for about 60 per cent of all responses. By comparison, parental mobility (Group D) has only a marginal influence on the total. This is considerably less than Group B (Educational and Health Needs) which accounts for about 20 per cent of total responses. The persons included in this latter group it should be noted include the below average intelligence child as well as the intellectually gifted; indeed the former predominate. This group is of special interest in that it

relates to a field where one would expect teachers to be particularly knowledgeable.

In conclusion, it should be pointed out that any needs which a child has are not immediately obvious. They must be searched for. The fact that day school teachers (a body of people not found in the course of this research to have any great sympathy for boarding education) appear to have unearthed the kind of complex situations referred to is most revealing. It presents very dramatically the necessity to relate a child's social and emotional to his intellectual needs. If the provision of boarding places is to be expanded in order to meet need, not one but all of these factors should be considered in the case of any individual. Moreover, the predominance of familial problems as a causative factor implies that even if boarding education is found preferable to any other agency, placement in a suitable institution is of primary importance.

8. THE TRANSLATION OF NEED INTO DEMAND

The extent to which families in need would utilize boarding schools if places were to become available is yet another vital question, but is not an easy one to answer as any calculation is essentially tertiary in nature, i.e. is produced only after preliminary decisions have been made about the levels of need and demand respectively. As regards the former, it has already been pointed out that 5 per cent is a not unreasonable figure on which to base projections, particularly at the secondary level. It has also been shown that to meet this need 140,000 secondary boarding places would be necessary, in addition to 210,000 primary ones (105,000 if only the eight to eleven age group is considered). The accuracy of this figure of 5 per cent has already been discussed and will, therefore, be taken for granted here. Accepting, however, that it is the best objective assessment of need for boarding which we have, how many of the parents of the 350,000 children in question are likely to express a demand¹ for boarding education?

The total demand for boarding, it has been suggested, stands at about 12 per cent (with 98 per cent of it effective at secondary level as opposed to only 5 per cent at primary level) implying as a consequence a demand for 329,280 secondary, but for only 25,200 primary places of all ages. Immediately, therefore, we are in a position to state that the absolute total demand for primary boarding is not likely even to approximate to the amount of need extrapolated from teachers' suggestions. Even in the extremely unlikely event of demand consisting wholly of need cases (devoid of desire cases) only 12 per cent² of need would be translated into demand. By comparison the 329,280 secondary boarding places demanded (again in the unlikely event of demand consisting wholly of need cases) would involve need being translated into demand something like twice³ over. But this information is of little help

¹ It may be that this demand will be expressed as desire rather than need, but this is unimportant. What matters is the extent to which objectively assessed need is translated into effective demand.

² 25,200
 $\frac{\quad}{210,000} \times 100$
³ 329,280
 $\frac{\quad}{140,000} \times 100$

to us. Demand obviously does not consist wholly of need cases. What is wanted is either an estimate of the percentage of demand consisting of need, or given a group of cases of need, an estimation of the group's likely demand for boarding.

I shall consider the latter method first, and one way of doing it is to short cut the problem entirely by assuming that the demand rate of a need group is the same as the demand rate of the population as a whole. By this hypothesis, of the 350,000 need cases, 12 per cent would demand boarding; 1,260¹ at primary schools and 15,960² at secondary schools. But is it reasonable to suppose that the demand of a cohort consisting entirely of need is no higher than the demand of the population as a whole? It is possible to test this hypothesis by taking the names of need cases supplied by teachers and relating these to the replies of the particular parents concerned. This enables us to examine the proportion of objectively assessed need in which a demand for boarding is expressed. As no information is yet available on the total demand for Barking or Coventry, it is not possible to compare the demand rates of the two need groups with the demand of the total populations of these two areas. This can be done, however, for Oxfordshire, South Shields and Surrey.

Table 19

The demands for boarding by the parents of need cases, compared with the demand for boarding by the total sample population—in each area

Area	No. of persons in need	% of the total sample pop. in need	Demand for boarding among the group of need cases in each area		% lower level of demand among all parents
			% upper level of demand for boarding	% lower level of demand for boarding	
N. Oxon.	89	3.8	19.7 N = 86	15.1 N = 86	12.0 N = 3741
S. Shields	170	5.1	23.7 N = 76 ³	22.2 N = 76	19.9 N = 1683
S.E. Surrey	95	8.1	11.6 N = 95	8.4 N = 95	11.3 N = 1172
Barking	90	4.9	14.4 N = 86	14.4 N = 86	Result not yet available
Coventry	70	3.0	11.4 N = 55	11.4 N = 55	Result not yet available

It can be seen that in each of the areas where comparison is possible, except for Surrey, a group with need appears likely to show a greater, if statistically

¹ 5 per cent of 12 per cent of 210,000.

² 98 per cent of 12 per cent of 140,000.

³ The 76 relates to the number of parents within the need group who received questionnaires. It will be remembered that the construction of the research meant that teachers' estimates were not invariably based on the same population that was included in the parental inquiry. Only in Surrey was exactly the same population used for both samples.

insignificant¹ demand for boarding than the area's population as a whole. This is likely, however, to be larger than the above comparison would suggest, because of the non-respondent factor; which has been consistently assumed to be antipathetic to boarding. A comparison of the response rates for the groups with need compared with the survey populations as a whole reveals some interesting differences. Whereas the general response rate for Oxfordshire was 44.1 per cent, the response of the need group was only 39.3 per cent; in South Shields it was 89.1 per cent as opposed to 75.0 per cent; in Surrey 70.0 per cent as opposed to 51.6 per cent; in Barking 59.9 per cent as opposed to 51.2 per cent; and in Coventry 67.7 per cent as opposed to 47.3 per cent. Thus, because the proportions of non-respondents was greater (or non-traceable responses, which is the same thing in this context), one would expect, other things being equal, the need group to show less demand than the population as a whole. This only happened in Surrey, however, where the difference between the two response rates was very large (and is likely to happen in Coventry where another huge difference occurs). What correction then should be made to the need group's demand to allow for this factor? By how much must it be raised? I shall tackle this problem before I attempt to explain on a substantive as well as on the statistical basis above why a correction must be made.

Table 20

Demand for boarding by the parents of need cases, compared with the demand of the population as a whole in each area—allowing for equivalent response rates by the two cohorts

Area	% upper level demand of the total surveyed population	% upper level demand of the group in need (selected by teachers)	% upper level demand of the group in need (selected by teachers) correcting for the differential non-response rates
N. Oxon.	14.4	19.7	22.1
South Shields	23.7	23.7	27.6
S.E. Surrey	14.6	11.6	15.8

In Surrey, 20 per cent approximately represents the difference, between the two response rates which if reconciled would have allowed for the return of another 19² questionnaires from parents of need cases. Of the questionnaires actually returned (49), 11 wanted boarding (about 21 per cent). Of the extra 19 questionnaires, therefore, about four (21 per cent of 19) would have wanted boarding. Thus correcting for the differential response, the real upper level demand rate among the need group in Surrey is not 11.6 per cent, but

¹ A comparison of the numbers wanting and not wanting boarding in the two cohorts (i.e. the population as a whole and the group with need) in North Oxfordshire show that $0.10 < P < 0.20$. ($\chi^2 = 2.06$. Df = 1).

² 20 per cent of 95.

15.8 per cent.¹ If we carry out this process in N. Oxfordshire with a 5 per cent differential response, the demand rate rises from 19.7 per cent to 22.1 per cent; and in South Shields with a 10 per cent differential, from 23.7 per cent to 27.6 per cent.

In the final report, therefore, the upper level demand rate (corrected and uncorrected) of the groups with need compared in each area with the upper level demand rates of the population as a whole are presented in Table 20. It could of course, be argued that no allowance should be made for non-respondents. But to be valid, this point of view has to explain the reason for the lesser responses of the need groups not just in one but in all five areas. The explanation of a smaller demand just will not suffice. This conclusion is untenable theoretically. Surely a group in need must have a greater demand for boarding than a group without need. This in fact is already proven. For with a considerably smaller response, the Oxfordshire and South Shields² need groups express greater demand than the respective populations of which they are part. It is suggested, therefore, that an allowance must be made for non-respondents, even if the lower response of need groups can only be attributed to the likelihood of many of the returned questionnaires from parents with children in these groups being untraceable, i.e. it is difficult to relate a name given by a teacher to the name on a parental questionnaire.³

In terms of boarding places, therefore, what does all this mean? It certainly means that the translation of need into demand at secondary level will be greater than 12 per cent (itself a conservative estimate of the national demand rate). Table 20 suggests a range from 15.8 per cent to 27.6 per cent and 20 per cent may be the kind of compromise on which one can base projections. This would mean⁴ a translation of need into demand which would account for 2,100⁵ places at primary and 27,400⁶ places at secondary level, a total translation of need into demand for 29,500 boarding places.

Finally, it has already been pointed out that an alternative method exists of measuring the degree to which need is translated into demand. This consists of calculating the percentage of demand which is comprised of need cases. As a method, it is inferior to the one already used because its index of need is a subjective rather than objective one, i.e. one evaluates need not on the basis of an objective observer's judgement (the teacher) but on the basis of how a parent perceives the social situation of his or her family. In the Cambridgeshire survey⁷, for example, it is pointed out that 18 per cent of all those parents who wanted boarding claimed to be in need. This 18 per cent, in fact, coincides extremely closely with the figure of 20 per cent suggested

$$\frac{11 + 4}{95} \times 100$$

² In fact this comparison is made at the lower level of demand (Table 19). At the upper level of demand in South Shields (Table 20) the demand rate of the total population achieves exact equality with the demand rate of the need group. This does not invalidate the argument however, for on a null hypothesis one would have expected it to be 10 per cent larger.

³ For obvious reasons, the parental questionnaires had to avoid at all costs any suggestion of being linked with lists of pupils which teachers were drawing up.

⁴ On the usual assumption of a 98 per cent effective demand at secondary and a 5 per cent effective demand at primary level.

⁵ 5 per cent of 20 per cent of 210,000.

⁶ 98 per cent of 20 per cent of 140,000.

⁷ "The Demand for Boarding Education" p. 17.

above. It is inaccurate, however, because firstly, as already stated, the definition of need is purely subjective (which is likely to raise the total) and secondly, because although one may assume that non-respondents do not want boarding, one certainly cannot assume that they do not need it. This factor is likely to raise the total even further. The inaccuracy of the method¹ is further implied by the revelation that Cambridgeshire's 18 per cent appears as 30.5 per cent in Oxfordshire, but only 9.8 per cent and 8.9 per cent in South Shields and Surrey respectively. The problem of determining from a postal questionnaire what element of desire consists of demand, and what element of need is so great—for instance, is a fatherless boy to be automatically regarded as a need case, assuming that his mother expresses desire but does not claim need for boarding?—that it is best to avoid it altogether and to concentrate on the previous method which has the overriding virtue of assessing need in a considerably more objective manner.

One last point needs to be made and this is that the percentages and the totals suggested in this paper relate to children at state day schools of all kinds; primary, secondary, secular, religious, comprehensive, grammar and modern. They do not take any account of those 160,000 children already at independent or maintained boarding schools, who represent an additional element in any discussion of boarding places wanted or needed in this country.

SECTION 2

CRITERIA OF BOARDING "NEED" SUGGESTED BY DR. ROYSTON LAMBERT

In "The State and Boarding Education"², Dr. Lambert listed circumstances which he regarded as constituting a *prima facie* case for consideration with a view to financial assistance towards the cost of residential education of some kind. He based these on the four main categories recommended by the Working Party on Assistance with the Cost of Boarding Education, expanded and interpreted more liberally than appeared to him to be customary among most local education authorities. We reproduce below the criteria suggested by Dr. Lambert.

"A. *The child would benefit by living away from home during school terms*".

- (1) if the child is in the care of one parent, who is a widow, widower, divorced, separated or deserted. (This is accepted as a reason now by many local education authorities, though some give priority to the divorced and not to widows or widowers.)

¹ The following resultant figures are based, contrary to the usual practice, only on respondents. They exclude non-respondents. If the latter are introduced into the calculation, the number in the population in Cambridgeshire who claim need and want boarding is not 18 per cent but 2.8 per cent. Similarly Oxfordshire = 3.6 per cent not 30.5 per cent; South Shields = 1.9 per cent not 9.8 per cent; and Surrey = 1.2 per cent not 8.9 per cent.—If these percentages really are under-estimates, their reconciliation with the 4 per cent to 5 per cent suggested by teachers is not unreasonable.

² Published by Methuen and Co. Ltd., 1966.

- (2) if the parent(s) are too ill or too old to provide the child with adequate care and companionship. (This is accepted as a reason now by many local education authorities.)
- (3) if the child has severely strained relations with parent(s). (This would have to be objectively ascertained. In general now this is only provided for when it reaches an extreme needing special school or child guidance.)
- (4) if the child has severely strained relations with brothers or sisters. (As 3.)
- (5) if the child has brothers or sisters in a boarding school and he/she wants to join them. (This is sometimes acted on now by local education authorities with their own maintained schools.)

B. *'The child lacks a stable enough environment for his full care and development'.*

- (1) if, for any reason, the child is liable to movement from one school to another which would impair his education. (This might be defined as liability to move three times between 5 and 11 or twice between 11 and 15 or liability to move once within the twelve months before taking 'O' or 'A' level or an equivalent examination.)
- (2) if both parents (or only the father) live abroad in the course of work. (At present this criterion only applies if both parents are abroad. Checks are clearly needed on applications.)
- (3) if both parents (or only the father) frequently travel around this country in the course of work. (This is often acted on now in the case of both parents only: but mobility within this country is given less priority than that outside—though the upheaval might be as detrimental to the child.)
- (4) if both parents are out at work for most of the day for at least five days a week. (It would be possible to qualify this in terms of the child receiving adequate care in the week. This criterion is accepted in the Soviet Union as a principal ground for the numerous and successful Soviet weekly-boarding schools. Need created by this circumstance is not often accepted in this country: though some local education authorities view sympathetically the claims of husband and wife running a business.)

C. *'The circumstances of the child's home or neighbourhood prejudice his chance of fully benefiting from his education or developing fully'.*

- (1) if travelling between home and school imposes undue strain or fatigue on the child. (This is a major criterion of need, not enough acted on now. Some objective assessment would be necessary.)
- (2) if the distance of the home from the school seriously curtails the child's share in its extra-curricular activities. (This is as important as (1) and could be ascertained by the child's Headmaster.)
- (3) if the child's home is situated so that he/she is deprived of friends of his own age. (This is sometimes acted on now by sympathetic local education authorities.)

- (4) if the child lives in a house or area condemned by the Medical Officer of Health as unfit; or is scheduled for slum clearance; or is deemed by a competent authority to be inadequate for the full physical development of the child. (This definition of adverse home circumstances rarely applies now. It may be too large and could be narrowed. Certainly the need implied deserves careful consideration.)
- (5) if a child over 11 is sharing a bedroom with another of the same age or more. (This definition can be expanded or contracted easily in terms of numbers, age and sex—an objective way of tackling need from various degrees of over-crowding.)
- (6) if a child over 11 is hindered in doing school work at home by lack of space, facilities and privacy for study. (This is not a usually acceptable criterion of need. It could be objectively assessed by the child's school—and again would meet the need of many working class children, especially those in late adolescence.)
- (7) if, for any other convincing reason specified by the parents, the child is unable to work adequately at home.
- (8) if the child's home is not within easy access (say, half an hour's travelling time) of recreation space offering variety and scope for organised and individual physical recreation. (This may be too broad but could be adjusted. Again the need deserves consideration, though boarding is obviously not the only remedy.)
- (9) if the child's immediate environment (defined by half an hour's travelling) is considered detrimental or unable or unlikely to provide for his intellectual/cultural/social needs. (Perhaps this is too vague, but the need here is important, especially in isolated rural areas or slums and should at least be considered. Again there are other ways of meeting this need besides boarding. But scope should be given for application on these grounds.)

D. *'The child can best profit by removal from his present school to a boarding school'.*

- (1) if the child's aptitude or intended course of study requires some special educational provision not available in a readily accessible day school. (This is applied now to a small degree. It would be particularly appropriate in rural areas at sixth form level.)
- (2) if the child is unable to settle satisfactorily in a day school environment (e.g. needs more continuity of staff than others). (This should be assessed by Headmaster. At present it is usually dealt with only when the situation reaches an extreme requiring special school.)
- (3) if for any other adequate reason his/her present Headmaster recommends (and parents agree to) boarding education".

APPENDIX 10

SCHEMES OF GOVERNMENT

Governing bodies of integrated schools would have a major responsibility, and we attach great importance to their composition and powers.

We recommended in Chapter 11 (Volume I) that one-third of the members of the governing body should be non-foundation governors. There is no single form of governing body which would be appropriate to all schools, and wide discretion would have to be exercised, particularly in the case of very small schools and primary or preparatory schools. With this proviso, we suggest the following outline scheme of government which might, with suitable variations, be adopted by independent schools which are approved for integration in the terms of our report.

1. Composition of the governing body

The governing body might be drawn from:

- (i) representatives of the foundation/trustees/sponsoring body
- (ii) persons experienced in school education, either as teachers or members of a local education authority—including at least one with experience of maintained schools
- (iii) local education authority representatives—one might be local and one from another local education authority (preferably from an area sending pupils to the school)
- (iv) a representative or representatives of universities
- (v) co-optative governors, to include where practicable a parent of a child in the school.

- Notes:*
- (i) The Chairman should be elected by the governors, but not necessarily from among the existing governors.
 - (ii) All governing bodies should include both men and women.
 - (iii) The Head should be required to attend all meetings of the governing body, and the members of the teaching staff should be associated in appropriate ways with the work and deliberations of that body.
 - (iv) No member of a governing body should receive payment in respect of membership.
 - (v) The term of office should be five years—renewable not more than three times, and not to be renewed after a member has reached the age of 70.
 - (vi) The Boarding Schools Corporation should have the right to appoint an assessor to attend meetings and to receive all papers of the governing body.

2. Powers and functions

There should be a scheme of government for every integrated school, setting out the powers of the governing body and those to be delegated to the head teacher. We have commented in Chapter 11 (Volume I) on the freedom enjoyed by governing bodies of independent schools and that which is delegated to many head teachers, and we would like not only to underline this freedom, but also to commend its extension to maintained schools—although these schools are not our direct concern. The recent "Report of

the Study Group on the Government of Colleges of Education"¹ sets out a pattern of balance and power and responsibility which we think might in certain ways be extended to maintained schools, subject only to the ultimate control of local education authorities. Many of the recommendations in the Report could certainly be applied with little change to integrated boarding schools, with the Boarding Schools Corporation having some of the powers which are reserved to local education authorities in the case of maintained colleges of education.

3. *Denominational character*

The scheme of government for each school should prescribe the denominational character (if any) of the school. A Scheme should not be open to variation in this respect without the consent of at least three-quarters of the governors or a majority of those governors representing the foundation.

4. *Endowments*

The scheme of government of each school should include a scheme for the disbursement of endowment funds, with the guiding principles we have described in Chapter 16 (Volume I). Governors should be free to disburse any sums earmarked for prizes without reference to the Corporation. Other endowment income should be used for the benefit of the whole school (including assisted pupils). With this proviso written into the scheme, the governors should be given full freedom to use endowment funds within their discretion.

¹ H.M.S.O. 1966.

APPENDIX 11

GROUP ARRANGEMENTS

One of the suggestions which arose in our discussions with interested bodies was that certain schools having some strong common ties or interests should be considered as a group for the purposes of integration. (See Chapter 11 of Volume I.) Two bodies which have shown an interest in this possibility have submitted statements as follows:

Woodard Corporation

"If the Public Schools as a whole were integrated with the State system, there is a particular contribution which the Woodard schools, since they form a large group, might be able to make. These schools provide education, mainly boarding, for both boys and girls, at both the primary and the secondary stages, in many parts of Britain. Moreover, although the group is bound together by its common religious foundation and ideals, the individual schools differ quite widely in their character and their suitability for particular pupils. It might therefore be possible, by creating the necessary machinery within the Corporation,* for the Corporation to give help with the placing of pupils of either sex and of a wide variety of ages and abilities, according to their particular needs".

Friends' Education Council (extract from evidence received)

"An Approach To Integration"

1. The schools have been led . . . to the view that any permanent solution to the relationship between independent and maintained schools must take the form of genuine integration rather than the mere sponsorship of a limited number of pupils. Their task, therefore, has been to enquire how Friends' schools could be brought within the public system thus making their particular educational contribution more widely available, and available on terms more comparable with those offered in maintained schools.

2. It is a principle of British administration that a social service may be provided by a voluntary group which wishes to express some particular principle in the work it is doing. It is part of any such arrangement that the group must show its commitment by making a financial contribution, usually in terms of capital expenditure; those for whom provision is made however, are not thereby deprived of the help from public sources to which they would otherwise be entitled. At one end of life housing and residential homes for the elderly are an example of a service where capital provision is made by a voluntary group whilst the cost of maintenance is met by a public authority within the limits of the provision which it would itself ordinarily make. The youth service is run largely on this principle as are many homes for the handicapped and for groups needing special care. The Society of Friends itself has experience of direct arrangements with the Special Schools Branch of the Department of Education and Science under which two schools, Chaikeley

*This refers to the Woodard Corporation, not the proposed Boarding Schools Corporation.

and Breckenbrough Hall were provided and operated by the Society though building grants were received and the education within the schools was provided from public funds. In education generally the comparable provision in day schools is made through aided status. Here the buildings are provided by a voluntary organisation (though grants for this purpose are now available), the voluntary organisation makes continuing contributions to their maintenance but education within the school is provided by the public authority whose statutory responsibility it will ordinarily be.

3. The task of the Working Party has been to examine how far such provisions can be applied to boarding education, and in particular to schools which are not related to the educational provision in the area of any one local authority. The issues of principle are less formidable than would appear. The provision of boarding education for children deemed to be in need of it, or indeed as our own investigations seem to show, for those whose parents desire it, is already a part of the national provision for education; several local authorities have provided and maintained such boarding schools. The level of costs, the basis of staffing, the contribution made by parents, the criteria for the selection of children, are all there and can be studied. There are also voluntary aided schools having a large boarding element, and again the financial and other agreements with public authorities are available for examination. The application of these to the group of Friends' schools is considered in detail later in this memorandum. There seems, therefore, to be no new or novel principle involved and no financial or other question which cannot be resolved within existing statutory and administrative principles save only that because of the location of the Friends' schools and their primary responsibility to a widely scattered constituency, their agreement would have to be made with a national body rather than with a local education authority. The establishment of a new national organisation is in any event implicit in the suggestion of state sponsored pupils considered earlier.

4. For the Friends' group of schools the proposal would involve the surrender of independent status as now understood and the acceptance of a place within the public system of education with the statutory and administrative controls which that implies. It would involve in particular:

- (a) A dedication for the purposes of education of the buildings and equipment owned by the schools, subject to such grants for maintenance, improvement and extension as were approved by statute. It is assumed that these would be along the lines of those now available to voluntary aided schools.
- (b) The provision of education within the school at the expense of a public authority.
- (c) The responsibility of parents to meet the cost of boarding subject to the condition that ability to pay should not determine whether or not a particular child could be admitted to a school. Grants according to means would be available for all children otherwise accepted for admission; these would be paid by public authority where admission was desired by that authority, or by the Society of Friends in respect of places filled within the terms of the schools' foundation. The Society would accept the obligation that in respect of these latter children ability to pay should not determine the selection of children for admission".

APPENDIX 12

THE FINANCES OF PUBLIC SCHOOLS

UNIT FOR ECONOMIC AND STATISTICAL STUDIES ON HIGHER EDUCATION

REPORT OF THE FINANCIAL SURVEY OF PUBLIC SCHOOLS

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With the assistance of
GREGORY SERAFETINIDES

Note: The contents of this paper, together with a further analysis of the material, may be included in a later publication by the authors.

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I THE SURVEY

The survey took the form of a detailed financial questionnaire that was sent to all the schools listed in the Commission's terms of reference, a sample of other recognised secondary independent schools, and to a list of maintained boarding schools selected by the Commission. A copy of the questionnaire is reproduced in Annex A.

The survey was conducted in the first half of 1967. The questionnaires were sent out in February but the final returns were not received until July. Local authorities were also asked to return details of expenditure on their own boarding schools.

Response

The response was best from the boys' schools which are on the whole larger and employ a full-time bursar. There were 138 boys' schools listed in the Commission's terms of reference. One of these, Beaumont, had closed and was excluded and only one other failed to answer the questionnaire. Out of 144 girls' schools four had closed, one had become an aided institution and 11 did not reply. There were three co-educational schools that responded. The overall response was 96 per cent. One or two schools like the Royal Masonic School for Boys do not have a basic fee and vary their charges according to the father's capacity to pay. They are left out of the analyses in the section devoted to fees (Section III). In this section therefore the analysis is made purely in terms of the 267 schools who responded to that section of the questionnaire devoted to fees.

In calculating the total income and expenditure an adjustment was made for non-response. The characteristics of the few non-responding schools were taken into account in assessing the weighting factors and the margin for error in the estimates of total expenditure for all schools is therefore very small. The figures for capital expenditure during the last 15 years relate to the responding schools only.

The return from the sample of other recognised secondary schools was poor. Out of a sample of 37, only 21 replied. This part of the survey was therefore of limited value and the results have been excluded from this paper.

The results

What follows is an account of the results of this survey. It is primarily descriptive and concentrates on bringing out the differences between the boarding and day schools and between the large schools and the rest. These were the aspects which most concerned the Commission. A fuller account may be published later.

The next section defines the terms used subsequently. Section III concerns the cost of public school education to the parents. Section IV analyses the schools' incomes. Section V contains an account of the schools' expenditure in 1966—its size and composition together with comparisons of expenditure per pupil in the independent, direct grant and maintained sectors. Section VI describes the capital expenditure of the schools over the past 15 years. Finally, Section VII is an account of the relationship between the financial policies of

the state and the finances of the schools. This covers the purchase of places by the state from independent schools, and the effect of the tax laws on the schools and the parents.

II DEFINITION OF TERMS

The survey was concerned with the finance of secondary schools and wherever possible the schools were asked to exclude junior departments from the accounts.

The term *public school* refers to those schools covered by the Commission's terms of reference.

Other independent schools are other secondary schools recognised as efficient. Two groups of public schools were distinguished—large schools and those associated with religious foundations.

Large schools were those with more than 500 boys or 300 girls.

Schools associated with religious foundations were defined as those schools whose expenditure pattern was affected by their connection with the religious order. In most cases the reason for this was that members of staff were not paid a full salary. In others a monastery or convent provided certain services which did not appear in the schools' current accounts. Schools whose expenditure patterns were unaffected were treated as normal public schools. These included the Quaker and Methodist schools.

Senior schools. Many public schools are divided into senior and junior schools. In most schools the senior school takes children in the 13+ age range. Some take children from 11 years old.

All the girls' and boys' schools were divided into *mainly boarding* and *mainly day* schools. Mainly boarding schools were those with 50 per cent or more boarders. The rest were mainly day. For convenience, in the text mainly boarding and mainly day schools are referred to as *boarding schools* and *day schools* respectively. In Section V on expenditure a further breakdown was made by separating schools with 100 per cent day or boarding pupils from the rest. In Table 19 (following Kalton's definition), boarding schools with less than five day pupils have been included with those which have no day pupils at all.¹

The data for *fees* refers throughout to the rate for pupils aged 16 in the Spring term of 1966. *Boarding fees* include tuition fees since most schools did not distinguish the boarding element from the total.

There were a variety of reductions in the basic fee which were classified as allowances, scholarships and bursaries. *Allowances* were the reductions given to specific categories of pupil, e.g. those with brothers at school, or, in some schools, the children of clergy. *Scholarships* were reductions awarded on merit, whether academic, artistic or musical. *Bursaries* were given to specific pupils on other grounds, e.g. financial hardship. The income and expenditure figures refer to the school's financial year which spanned 1965–66. The actual period covered varied as some schools' financial years ended in August and some as late as December, 1966.

Maintained boarding schools. The schools included in our survey were all those with 50 per cent or more boarding places.

¹ G. Kalton, *The Public Schools*, Longmans. London 1966, p.13.

Table 1

Total number of boarding and day pupils in public schools and maintained secondary schools (England and Wales) Spring 1966

Type of school	Numbers									
	Boarding senior	%	Day senior	%	Boarding junior	%	Day junior	%	Total	Total (incl. non-response)
<i>Boys' public schools</i>										
Mainly boarding	37,240	63	3,070	10	2,740	52	1,570	13	44,610	44,860
Large	16,200	27	1,460	5	1,370	26	910	7	19,930	19,930
Mainly day	2,630	4	14,160	45	570	11	4,180	34	21,540	21,540
Large	2,050	3	12,030	38	450	9	3,750	30	18,280	18,280
All boys' schools	39,870	67	17,230	55	3,310	63	5,750	47	66,150	66,400
Large	18,240	31	13,490	43	1,820	35	4,670	37	38,210	38,210
Religious foundations	2,620	4	270	1	10	—	120	1	3,020	3,020
<i>Girls' public schools</i>										
Mainly boarding	15,780	27	1,760	6	1,440	28	660	5	19,640	20,960
Large	7,310	12	680	2	480	9	350	3	8,820	9,640
Mainly day	2,740	4	12,480	39	400	7	5,890	48	21,500	22,600
Large	2,130	4	9,850	31	230	4	4,570	37	16,780	17,190
All girls' schools	18,520	31	14,230	45	1,840	35	6,550	53	41,140	43,560
Large	9,440	16	10,530	33	710	13	4,930	40	25,600	26,820
Religious foundations	910	2	750	2	150	3	270	2	2,080	2,080
All public schools (incl. co-ed.)	59,250	100	31,620	100	5,220	100	12,360	100	108,460	111,130
Other recognised independent secondary	—	—	—	—	—	—	—	—	—	98,100
Maintained boarding	—	—	—	—	—	—	—	—	—	3,940
All maintained secondary	—	—	—	—	—	—	—	—	—	2,816,790

The number of pupils

Table 1 shows the total number of pupils in the public schools and their distribution between the different types of school. Comparable totals are given for the other independent secondary schools and the maintained schools in England and Wales¹. Approximately 60 per cent of all public school pupils were boys, but if boarding pupils only were considered the boys' schools had a slightly larger share (67 per cent). The boys' schools also had more senior pupils, in absolute and percentage terms.

The maintained boarding schools referred to in the table are those from which expenditure figures were obtained. The total number of boarding pupils in maintained secondary schools is considerably higher, nearly 11,000 in non-special schools. The difference is accounted for by pupils in boarding houses attached to day schools.

III THE COST TO PARENTS

This section is concerned with the cost of public school education to parents. The main cost was, of course, the basic fee, but there were other expenses. Over half the schools imposed small compulsory extra charges, and nearly all offered optional extras such as music lessons, or games coaching. There were also charges for books and sporting fixtures that would not have been incurred at a state school, insurance of school fees and the extra cost of a public school uniform. On the other hand a substantial number of pupils did not pay the full fees. Twenty per cent received some reduction in the basic fee. For another four per cent the total cost was reduced because their parents had taken advantage of a composition fee scheme run by the school. These figures exclude holders of local education authority awards and parents who had other forms of support. This matter is dealt with in Section VII.

Table 2
Average annual boarding fees—Spring 1966

£'s

Type of school	Mean boarding fee, weighted for size of school		
	Large schools*	Religious foundations	All schools
<i>Boys' public schools</i>	£	£	£
Mainly boarding	525	462	501
Mainly day	516	420	426
All boys' schools	521	454	495
<i>Girls' public schools</i>			
Mainly boarding	471	366	453
Mainly day	396	276	393
All girls' schools	453	363	441
All public schools (including co-ed.)	499	322	477

*Boys' schools over 500 pupils. Girls' schools over 300 pupils.

¹ Ten of the public schools were in Scotland.

1. *Fees*

The average boarding fee at the public schools which responded was £477 a year¹. In Table 2 the average boarding fees for different categories of school are compared. The boys' schools charged higher fees than the girls' schools. The average boarding fee at a boys' school was £495. At a girls' school the comparable figure was £441. In both cases it was considerably cheaper to pay boarding fees at a predominantly day school. Boarding fees at the boys' boarding schools averaged £501. Two other categories of school were examined—the largest schools and those associated with a religious foundation. The largest schools charged more than the average. The average fee in the largest boarding schools was £525 or £24 above the average.

In contrast, the schools associated with religious foundations had fees substantially below the average. The average fee for the boys' boarding schools in this category was £462 or nearly £40 below the average.

Fees in the other recognised independent secondary schools were considerably lower. Our estimate was £370 or more than £100 less than the average for public schools.

Similar patterns are to be found in Table 3 which relates to day fees. Day fees are highest in the boys' schools and day places at the mainly boarding schools are the most expensive. However, with day schools there is little to choose between the large and the average school. The average fee at the largest day schools was £201, exactly the same as for all boys' day schools. Girls' day schools had average fees of £180. Again the largest schools were no different. The religious schools were, as for boarding, substantially cheaper.

Table 3
Average annual day fees—Spring 1966

Type of school	Mean day fee weighted for size of school		
	Large schools*	Religious foundations	All schools
<i>Boys' public schools</i>	£	£	£
Mainly boarding	264	108	249
Mainly day	201	210	201
All boys' schools	207	198	210
<i>Girls' public schools</i>			
Mainly boarding	207	144	195
Mainly day	180	126	180
All girls' schools	183	129	183
All public schools (including co-ed.)	197	170	198

*See note to Table 2.

The distribution of fees is shown in Tables 4 and 5. There were eight boys' schools and four girls' schools charging over £550. Boarding fees were less

¹ This was calculated by multiplying the boarding fee in each school by the number of boarders, summing for each school and dividing the result by the total number of boarders. It is thus a weighted mean.

than £330 in only three girls' schools but in no boys' schools. Most boys' schools charged between £400 and £550. The variation in boarding fees at girls' schools was greater. The range of day fees on the other hand was widest in the boys' schools—from about £100 to over £350. Most schools charged between £150 and £250.

Table 4
Annual boarding fees in public schools—Spring 1966
The range of fees

Type of school	Number of schools with boarding fees in the following ranges:							Numbers
	Under £300	£300–£349	£350–£399	£400–£449	£450–£499	£500–£549	£550 & over	All schools with boarding pupils
<i>Boys' public schools</i>								
Mainly boarding	0	1	7	22	33	34	8	105
Mainly day	0	2	4	12	3	1	0	22
All boys' schools	0	3	11	34	36	35	8	127
<i>Girls' public schools</i>								
Mainly boarding	1	2	14	25	15	12	4	73
Mainly day	2	6	13	8	6	0	0	35
All girls' schools	3	8	27	33	21	12	4	108
All public schools (including co-ed.)	3	11	38	69	58	47	12	238

Table 5
Annual day fees in public schools—Spring 1966
The range of fees

Type of school	The number of schools with day fees in the following ranges:					Numbers
	Under £149	£150–£199	£200–£249	£250–£299	£300 & over	All schools with day pupils
<i>Boys' public schools</i>						
Mainly boarding	3	12	25	16	17	73
Mainly day	1	13	13	1	2	30
All boys' schools	4	25	38	17	19	103
<i>Girls' public schools</i>						
Mainly boarding	4	21	16	6	1	48
Mainly day	10	28	14	3	0	55
All girls' schools	14	49	30	9	1	103
All public schools (including co-ed.)	18	74	69	28	20	209

2. *Extras*

Compulsory additional charges

In most schools there were compulsory extras but they were generally small in relation to annual fees (see Annex B). A laundry charge, medical fee or subscription to the combined cadet force was the most common, but often the separate items were charged as one consolidated extra. A few schools imposed a surcharge, usually as a temporary measure to meet an unforeseen contingency such as a rise in teachers' salaries. The upper limit of compulsory extra charges was in the region of £20 per annum, but the average for all boarding pupils was only £3 per annum. The average charge for day pupils was even lower.

Incidental expenses

Extra expenditure on such things as school books, stationery, match expenses, school fees, insurance, etc. came to a rather higher figure. The parents' outlay on these items did not necessarily pass through the school accounts but bursars were asked to estimate the sums involved. A few misinterpreted the question and others did not respond. The figures should therefore be treated with caution. The estimated expenditure on incidental items in boys' boarding schools was £15 per annum on average and £10 in girls' schools, with an overall average of £13.

Optional extras

Parents spent considerably more on optional subjects such as music and games coaching, than on compulsory extras. The highest average annual expenditure was £23 in the girls' boarding schools. The average for all boys' schools was half this (£11), and for all girls' schools £19.

Other expenses

No data were collected on the cost of uniform or fares to and from school, but these can be expensive items.

3. *Reductions*

About one in five of all pupils received some reductions in fees. The total amount of money involved was, however, very small, under 5 per cent of all income. Tables 6 and 7 show the number of boarding and day pupils receiving each type of reduction. The total value is given in Table 8 and the average value in Table 9.

Out of a total of 43,000 boarders in the boys' schools three-quarters paid full fees. In the girls' schools there were 20,000 boarders and nearly four-fifths paid full fees.

Fewer day pupils received reductions. Out of 23,000 in the boys' schools 19,000 paid in full. Allowances, i.e. reductions in the basic fee for specific categories of pupil, were the most common.

There were 7,500 boarders with some form of allowance in the public schools and 4,700 day pupils. Awards of scholarships and bursaries were fewer but their individual value was generally greater. There were 4,500 boarders holding scholarships and 3,500 with bursaries.

Half of all those receiving reductions were in the boys' boarding schools and between them they took two-thirds of the total value. Of the boys' awards

only an eighth by value were in day schools, of the girls' a third. (There was a substantial number of small awards in the largest girls' day schools.)

Table 6

The number of boarding pupils in public schools for whom reduced fees were paid (excluding local education authority assisted pupils) 1965/6

Type of school	Number of boarding pupils receiving:			Numbers charged full fees	Total boarders
	Allowances	Scholarships	Bursaries		
<i>Boys' public schools</i>					
Mainly boarding	4,540	3,550	2,180	29,710	39,980
Mainly day	390	170	70	2,570	3,200
All boys' schools	4,930	3,720	2,250	32,280	43,180
<i>Girls' public schools</i>					
Mainly boarding	1,940	660	1,090	13,530	17,220
Mainly day	480	120	90	2,440	3,130
All girls' schools	2,420	780	1,180	15,970	20,350
All public schools (including co-ed.)	7,530	4,540	3,560	48,850	64,480

Table 7

The number of day pupils in public schools for whom reduced fees were paid 1965/6

Type of school	Number of day pupils receiving:			Numbers charged full fees	Total day pupils
	Allowances	Scholarships	Bursaries		
<i>Boys' public schools</i>					
Mainly boarding	600	420	110	3,500	4,630
Mainly day	1,550	720	190	15,880	18,340
All boys' schools	2,150	1,140	300	19,380	22,970
<i>Girls' public schools</i>					
Mainly boarding	240	50	50	2,080	2,420
Mainly day	2,300	290	220	15,550	18,360
All girls' schools	2,540	340	270	17,630	20,780
All public schools (including co-ed.)	4,740	1,480	590	37,170	43,980

Table 8

The total value of awards made by public schools 1965/6

£ thousand

Type of school	Value of the following:			Total value of awards
	Allowances	Scholarships	Bursaries	
	£000	£000	£000	£000
<i>Boys' public schools</i>				
Mainly boarding	345	556	263	1,164
Mainly day	73	75	22	170
All boys' schools	418	631	285	1,334
<i>Girls' public schools</i>				
Mainly boarding	106	66	62	234
Mainly day	42	40	26	108
All girls' schools	148	106	88	342
All public schools (including co-ed.)	584	740	397	1,721

The spread of awards between large and small boys' schools corresponded closely with the number of pupils in each group. For girls the distribution was much more uneven and three-quarters of all awards by value were concentrated in the large schools.

Table 9 shows the average value of all awards (day and boarding), in the

Table 9

The average value of awards in public schools 1965/6

£'s

Type of school	Average value per pupil receiving the following:		
	Allowances	Scholarships	Bursaries
	£	£	£
<i>Boys' public schools</i>			
Mainly boarding	67	140	115
Mainly day	38	84	86
All boys' schools	59	130	112
<i>Girls' public schools</i>			
Mainly boarding	49	94	54
Mainly day	15	97	85
All girls' schools	30	95	60
All public schools (including co-ed.)	48	123	96

different groups of schools. Clearly the value of awards was highest in the boys' boarding schools where fees were also highest. Even the average value of allowances was well above the level for other schools (£67 as opposed to £48 for all the public schools).

The girls' day schools provided slightly larger scholarships and bursaries than the boys' day schools, but since only 700 girls received these awards as opposed to 1,100 boys the total value of reductions was lower in the girls' schools (see Table 8).

Scholarships in the boys' schools averaged 25 per cent of full fees. In girls' schools the average was much lower. In three-quarters of all girls' schools the average value of scholarships was less than 20 per cent of boarding fees. Bursaries were in general worth less than scholarships and were most commonly awarded on grounds of financial hardship.

Reductions for boarders

There follows a fuller description of the three main types of reduction for boarders.

Allowances

These varied from 100 per cent reductions for pupils on Anglo-American Exchange schemes to special arrangements whereby some schools gave automatic reductions to, for example, the children of dentists. The most common allowances (see Annex C) were reductions for brothers or sisters. Approximately two-thirds of all schools offered some reduction on this account, though frequently of 5 per cent or less. In very few cases was the top rate more than 12 per cent.

Allowances for the children of school staff (see Annex C) were most common in boys' schools. The Headmasters' Conference and the Incorporated Association of Preparatory Schools both had schemes which entitled teachers to half fees, but no staff allowances were less than 20 per cent and in a few schools the full fee was remitted.

Awards

Awards to scholars and bursars were made from two sources, general school funds and trust funds (see Annex C). The trust funds were heavily concentrated in the boys' schools. Half of these schools were able to award scholarships averaging 10 per cent or more of boarding fees from trust funds. A third gave bursaries on the same scale. In the girls' schools on the other hand, only 15 per cent had trust funds enabling them to award scholarships or bursaries of any size. Compared with awards from general funds, the trust fund awards were smaller and were tied in some way by conditions of residence or parental occupation, while the others were technically open to all. Open scholarships for boys were limited in practice to pupils from preparatory schools. The scholarship examinations included compulsory papers in Latin and French and there was virtually no special provision for boys from the state system. Even Art and Music scholars had to pass the Common Entrance Examination¹.

¹ Latin will not be compulsory after September 1968.

Composition fee accounts

The composition fee schemes which are discussed in greater detail in section VII were another way in which parents might reduce their total outlay on fees. Over half the schools ran schemes of their own but the number of pupils involved was small, less than 8 per cent even in the boys' boarding schools. Nearly two-thirds of all the pupils paid for by this method were in the large schools. (See Annex D.)

The importance of the composition fee accounts varied greatly from school to school so that the overall average is more misleading than most. Some schools were able from time to time to transfer sums of several thousand pounds from the surplus on their composition fee accounts to finance current or capital spending, but usually the number of pupils involved was less than ten and the amount of money similarly small.

Summary

In brief, fees at boys' boarding schools in 1966 were on average £501. The comparable figure at girls' schools was £50 less. Extras on top of the basic fee amounted to between £30 and £40 on average. Day fees in boys' day schools averaged £200 and in girls' schools £180. Extras were also lower in day schools. Reductions in fees affected 20 per cent of all pupils but the sums involved were in most cases relatively small. Only bursaries are designed to help parents in financial hardship and these comprise less than a quarter of the total value of awards.

IV THE SCHOOLS' INCOME

The income and expenditure discussed in the two following sections refer to revenue accounts in 1965-66. Information on capital spending was collected separately and is dealt with in section VI. There were a few slight discrepancies between entries and totals since the schools generally kept their accounts in a different form to that asked for in the survey, and when transferring entries from one heading to another they occasionally failed to check that the final totals still balanced. All the many categories of income were summarised under four headings:

Net termly fees were the amount of money the schools received from fees after the cost of awards and allowances had been met. In some cases they included the value of scholarships and bursaries financed from trust funds.

Extras included payments for optional lessons, coaching, compulsory extra charges, charges to day pupils for school meals and entrance fees.

Net termly fees and extras together constitute the total income from parents. We are still ignoring the aid parents may receive from local authorities.

Other income covered dividends, interest and rents paid into the general school account, together with transfers from other school accounts or from an associated foundation or company.

Notional income was basically the income which balanced benefits in kind. Most schools were able to offer some fringe benefits to their staff and these usually took the form of free or subsidised board and lodging or a staff house at less than market rent. These benefits were in effect additions to the salaries of the school staff and were a reflection of the amount of property owned by

the school. The schools were asked to estimate the value of these fringe benefits and add them to the income and expenditure sides of their accounts. (The scale of values suggested by the Public Schools Bursars' Association is to be found in Section V 2.)

Some schools used their own scale and a few failed to make any entry. The share accorded to notional income in Table 10 should therefore be treated with caution.

The final column in Table 10 shows the total income of the public schools. The boys' boarding schools took more than half, £22 million out of £43 million.

Table 10

The income of public schools. Annual income 1965/6

Percentages and £ thousand

Type of school	Payments by parents:		Other income	Notional income	Total income	
	Net termly fees (1)	Extras* (2)				
	%	%	%	%	%	£000
<i>Boys' public schools</i>	88	3	5	4	100	22,051
Mainly boarding	85	7	6	2	100	5,320
Mainly day						
All boys' schools	87	4	5	4	100	27,371
<i>Girls' public schools</i>	87	7	3	3	100	8,917
Mainly boarding	78	13	7	2	100	5,739
Mainly day						
All girls' schools	84	10	4	2	100	14,656
All public schools (including co-ed.)	86	6	5	3	100	42,612

*Includes charges for day boys' meals, entrance fees and compulsory and optional extras.

On average in all public schools 86 per cent of income came from basic fees and a further 6 per cent from extras. The figure for basic fees includes a small amount (less than 1 per cent of total income) transferred to parents from trust funds in the form of scholarships, but it was not possible to separate this small sum with any accuracy, so it has been included in fee income. The proportion of income met from fees varied hardly at all between the boys' and girls' schools. If extras are added, they together contribute 94 per cent of total income in girls' schools, compared with 91 per cent in the boys' schools. Table 11 shows the distribution of schools according to the proportion of income they received from sources other than fees and extras. This constitutes other cash income and the value of notional income.

Table 11

*The public schools' sources of income other than payments by parents
1965/6*

							Numbers
Type of school	The number of schools at which the percentage of income derived from sources other than fees and extras was:						Total schools
	Under 5%	5% up to 10%	10% up to 15%	15% up to 20%	20% up to 25%	25% and over	
<i>Boys' public schools</i>							
Mainly boarding	19	55	15	7	2	5	103
Mainly day	11	12	4	0	1	2	30
All boys' schools	30	67	19	7	3	7	133
<i>Girls' public schools</i>							
Mainly boarding	25	35	10	1	0	2	73
Mainly day	28	21	1	3	1	1	55
All girls' schools	53	56	11	4	1	3	128
All public schools (including co-ed.)	83	125	30	12	4	10	264

It is clear that although the value of other income was small when averaged over all schools, it formed a significant proportion in a few. For the 26 schools that received 15 per cent or more of their total income from sources other than parents, the average annual value per pupil was £115.

Table 12

Average value per pupil of income from sources other than fees and extras in the most wealthy schools

							£'s and numbers
	Boys' schools			Girls' schools			All public schools (including co-ed.)
	Mainly boarding	Mainly day	All	Mainly boarding	Mainly day	All	
£/pupil	152	84	131	101	57	64	115
Number of schools	14	3	17	3	5	8	26

In the boys' boarding schools where one in seven schools fell into this category the average rose to £152. The chief source of additional funds varied. For some it was transfers from an associated foundation, for others income from rents or from dividends. In most cases the fees were not below the average for this type of school. The effect was therefore to improve the level of facilities rather than lower fees. On the other hand in a few schools the total fee income was relatively low either because an unusually large number of pupils were receiving reductions or because the overall level of fees was slightly reduced.

Summary

The public schools, with few exceptions, derived nearly all their current income from fees and other payments by parents. Fees and related payments amounted to £39 million out of a total income of £43 million.

V CURRENT EXPENDITURE

The following section is divided into three parts. The first concerns the overall level of expenditure in the public schools and its distribution between the different types of public school. The second analyses the composition of expenditure, for example, the proportion of the total devoted to teachers' salaries. In particular it compares the composition of expenditure in the boarding schools with that in the day schools. The third section contains a comparison of average costs per pupil in different types of school including direct grant and maintained schools.

1. *The overall level of expenditure*

Table 13 shows the estimated level of expenditure on revenue account in all the public schools listed in the Commission's terms of reference.

Table 13
The total expenditure of public schools 1965/6

£'s and percentages

Type of school	Total expenditure on revenue account	Percentage of total
	£	%
<i>Boys' public schools</i>		
Mainly boarding	21,900,000	52
Mainly day	5,339,000	13
All boys' schools	27,239,000	65
<i>Girls' public schools</i>		
Mainly boarding	9,040,000	21
Mainly day	5,281,000	13
All girls' schools	14,321,000	34
<i>Large public schools*</i>		
Boys' mainly boarding	10,070,000	24
Boys' mainly day	4,500,000	11
All large boys' schools	14,570,000	35
Girls' mainly boarding	4,177,000	10
Girls' mainly day	3,741,000	9
All large girls' schools	7,918,000	19
All large public schools	22,488,000	54
All public schools (including co-ed.)	42,064,000	100

*See note to Table 2.

The year in question is 1965/6. The expenditure includes payments for current goods and services such as teachers' salaries, interest payments and transfers to other funds.

The total expenditure of the public schools on revenue account in 1965/6 was £42 million, of this £27 million was spent by the boys' schools, i.e. nearly two-thirds of the total. Nearly three-quarters of the expenditure was undertaken in the boarding schools and just over a third in the 52 "large" boarding schools, using the Commission's definition of "large"¹.

The following table illustrates the varying size of the schools as enterprises.

Table 14
The range of schools' annual expenditure

Type of school	The number of schools with total expenditure in the following ranges (£000):							All schools
	50 up to 50	100 up to 100	200 up to 200	300 up to 300	400 up to 400	500 up to 500	500 and over	
<i>Boys' public schools</i>								
Mainly boarding	—	9	49	27	12	4	2	103
Mainly day	1	2	16	10	1	—	—	30
All boys' schools	1	11	65	37	13	4	2	133
<i>Girls' public schools</i>								
Mainly boarding	5	33	28	6	—	1	—	73
Mainly day	6	32	16	1	—	—	—	55
All girls' schools	11	65	44	7	—	1	—	128
All public schools (including co-ed.)	12	76	111	45	13	5	2	264

A small number of schools, nearly all of them girls' schools, were operating at an annual expenditure below £50,000. At the other extreme two schools, both boys' schools were spending over half a million pounds a year. Most schools fell into the range £100,000—£200,000 a year. All but eight of the girls' schools fell below the £200,000 per annum limit.

2. Composition of expenditure

The schools kept their expenditure accounts in a variety of forms. The categories that were chosen after consultation with the Public Schools Bursars' Association were designed to illustrate the nature of activities in the schools. In Table 15 the categories have been grouped under the broad social accounting heads: salaries and wages (including employers' superannuation and national insurance contributions), expenditure on other goods and services, total current expenditure, interest payments and transfers to other funds. The categories are described in more detail below.

¹ See Section II, Definition of Terms.

Salaries and wages

The entry for salaries of teaching staff covered the head of the school, all full-time and part-time teaching staff and persons giving tuition or coaching outside the normal school time-table but paid through the school accounts. The category "ancillary staff" includes librarians, laboratory assistants and games professionals. As mentioned in the previous section, schools were asked to include an amount for board and residence in the salaries of all resident staff. For those schools which made no valuation themselves, a formula was agreed with the Bursars' Association:

Board and residence	£
Headmaster/headmistress	1,000
Housemasters/housemistresses	500
Single masters/mistresses	175
Housekeepers, matrons, nurses, secretaries and other salaried staff	175
Domestic servants and other weekly-paid staff	125

Residence only

Two-thirds of the rent and rates obtainable in the open market

Other goods and services

Establishment expenses covered the non-salary costs of repairs and maintenance (other than for grounds and playing fields), heating, lighting, non-salary catering expenses, rent, rates and insurance.

Education expenses covered books, stationery, laboratory materials and prizes. Where pupils paid for their own books but bought them from the school, these transactions were excluded.

Schools that were associated with religious foundations were not always able to distinguish their establishment and estate expenses from those of the monastery or convent. This, combined with the fact that many of their resident staff did not receive a normal salary, made their pattern of expenditure somewhat different from the rest of the schools. They are consequently analysed separately in subsequent tables. It should also be remembered that a number of schools contract out their maintenance and catering to specialist firms. This expenditure is included under non-salary expenditure.

Total current expenditure

This is the sum of the previous two categories.

Interest payments include bank charges.

Transfers to other funds were in most cases transfers to reserve or building funds, though occasionally pension funds were mentioned.

From Table 16 it can be seen that the total *teaching* salary bill of the public schools was nearly £16.5 million. The *total* salary bill came to nearly £26 million. The highest item of expenditure after teachers' salaries was establishment expenses, £11.6 million. The third highest item was salaries of domestic staff, £5.7 million.

Table 15

The composition of expenditure in all public schools by economic categories 1965/6

Type of expenditure	Expenditure	£'s
		Average expenditure per pupil
<i>Salaries</i>		
Teaching	16,457,000	148.1
Ancillaries	414,000	3.7
Administrative	1,169,000	10.5
Domestic	5,701,000	51.3
Maintenance	1,851,000	16.7
Medical and others	260,000	2.3
Total	25,852,000	232.6
<i>Other goods and services</i>		
Establishment	11,613,000	104.5
Estate	378,000	3.4
Education	1,216,000	10.9
Administration	761,000	6.8
Other	770,000	6.9
Total	14,738,000	132.5
Total current expenditure	40,590,000	365.1
Interest	508,000	4.6
Transfers to other funds	966,000	8.7
All expenditure	42,064,000	378.4

Table 16

The composition of current expenditure in public schools

Percentages and £ thousand

Type of school	Category of expenditure						
	Teachers' salaries	Domestic salaries	Other salaries	Other current	Total current		
	%	%	%	%	%	£000	
<i>Boys' public schools*</i>							
Mainly boarding	37	15	9	39	100	21,123	
Mainly day	55	9	6	30	100	5,153	
<i>Girls' public schools*</i>							
Mainly boarding	38	16	9	37	100	8,713	
Mainly day	55	11	6	28	100	5,122	
Public schools linked with monasteries and convents	29	13	8	50	100	1,397	
All public schools (including co-ed.)	42	14	8	36	100	40,590	

*Excluding monasteries, etc.

In order to put these sums into some perspective Table 15 translates the total expenditure in each category into an average expenditure per pupil. The average annual expenditure per pupil on teachers' salaries was £148. Total salaries worked out at £233 per pupil and total current expenditure at £365 per pupil.

The preceding figures have given some idea of the uses to which the public schools put their resources. They do not, however, show the variation in patterns of expenditure within the schools.

One group of schools that differed from the rest were those associated with religious foundations. These schools were analysed separately. As can be seen from Table 16, they spent proportionally less on teachers' salaries—just under 30 per cent compared with 37 per cent for other public boarding schools. This was primarily because they employed staff who received reduced salaries. They accounted for only 3 per cent of total spending by the public schools.

When the remaining schools are analysed it can be seen that there is a clear difference between the composition of expenditure in the boarding and day schools. The proportion of expenditure devoted to teachers' salaries in the boarding schools was approximately 37 per cent. It varied little between boys' and girls' schools. Teachers' salaries took 55 per cent of the total in the schools with a majority of day pupils.

The comparison between expenditure on boarding and day pupils is shown more clearly by examining three types of boys' school—the wholly boarding, the mainly boarding and the wholly day. Table 17 brings out the major differences. It was in the upkeep of premises and grounds that the boarding schools differed most. The average expenditure per pupil in the wholly boarding schools on this item was £177 per annum. In the wholly day schools it was

Table 17
The expenditure of boarding and day schools compared.
Boys' public schools 1965/6

Type of expenditure	Average expenditure per pupil per annum in the following kinds of school:		
	Wholly boarding	Mainly boarding	Wholly day
<i>Salaries</i>			
Teaching	184	167	123
Ancillaries	8	6	3
Domestic	85	70	4
Other	50	42	13
<i>Other goods and services</i>			
Establishment and Estate	177	153	21
Education	15	15	14
Administration	9	9	2
Other	10	8	2
All current expenditure	538	470	182
Number of schools	22	104	4

£'s

£21. The other major difference was in the salaries of domestic staff—£85 per pupil in the wholly boarding schools, compared with £4 in the wholly day schools. There was also a significant difference in the average expenditure on teachers' salaries. Too much importance should not be read into the figures for day schools since there were only four schools with no boarders at all. Similar tables for boarding and day expenditure in the girls' schools are to be found in Annex E. The chief difference between spending on boarders in the boys' and girls' schools was that the boys' schools spent proportionally more on domestic salaries and on estate maintenance.

The most interesting fact to emerge from the analysis of expenditure per pupil under different heads is that expenditure in boarding schools is consistently higher on all counts. Higher spending on domestic staff salaries, maintenance and establishments would be expected, but in fact all salaries, administration and education expenditure were at a higher rate per pupil.

3. *Average expenditure per pupil in different types of school*

The following tables deal with the overall values of current resources devoted to day and boarding pupils in different types of school. The public schools are compared with those in the state sector. Not surprisingly expenditure on both day and boarding pupils in public schools was consistently higher than in State schools.

Table 18

*Average annual current expenditure per pupil in boarding schools
1965/6*

£'s and numbers

Type of school	Average expenditure per pupil	Number of schools
	£	
<i>Boys' public boarding schools (senior)</i>		
with less than 5 day pupils	533	38
with no day pupils	538	22
Large schools		
with less than 5 day pupils	578	16
with no day pupils	578	6
<i>Girls' public boarding schools (senior)</i>		
with less than 5 day pupils	480	26
with no day pupils	484	22
Large schools		
with less than 5 day pupils	531	9
with no day pupils	531	9
<i>All public boarding schools (senior)</i>		
with less than 5 day pupils	519	64
with no day pupils	520	44
<i>Maintained secondary boarding schools</i>		
with no day pupils	426	10
with no day pupils with a large sixth form	474	2

Table 18 isolates the average cost of boarding in different types of public school and in maintained schools. It is limited to schools which kept separate accounts for the senior school. In order to widen the basis of the calculation boarding schools with fewer than five day pupils were added. The table also gives separate average expenditure figures for the large schools that were of special interest to the Commission.

The average expenditure on current goods and services in the largest boys' schools was £578 per annum. Taking both large and small boys' schools the wholly boarding average fell to £538. Less resources were devoted to each pupil in the girls' schools. The average for the largest girls' boarding schools was nearly £50 less than in the largest boys' schools. The average for all girls' boarding schools was £480, over £50 less than for boys' schools.

Expenditure in the state boarding schools was considerably lower at £426 per annum, £90 below the average for all the public schools.

This figure is not strictly comparable with that for the public schools. In the public schools a large proportion of the pupils are in the sixth form where expenditure per pupil is high. Most of the maintained boarding schools were offering secondary modern or technical education and did not have many children in the sixth form. (Where local authorities provide boarding education of a grammar type, it is usually in boarding houses attached to a day school.) There are only two state boarding schools with a sizeable sixth form and we have shown them separately. Their average current expenditure was £474 per pupil.

Both the figures for maintained boarding schools (£426 and £474), understate total expenditure per pupil, since they exclude the value of administrative services performed for the schools by the local education authorities. The additional amount was estimated to be about £9 per pupil, bringing the total expenditure in state boarding schools with large sixth forms to about £485 per pupil.

Finally, although the number of public schools concerned is small, it is interesting to compare the average expenditure per pupil in day schools with the state schools. There were seven public schools with separate senior accounts and no boarders. The average cost per pupil in these schools probably understates the expenditure on day boys in the public schools as a whole, since day fees tended to be higher in boarding schools. Expenditure per pupil in the wholly day schools was £194 for the seven public schools. The comparable figure for direct grant grammar schools was £168. (This figure is for expenditure on the tuition account only as boarding costs are kept separately in direct grant schools.) Expenditure per pupil in a sample of maintained grammar schools was £140 per annum, and the national average for all maintained secondary schools in 1965/6 was £119. All these figures relate to expenditure on current goods and services. They therefore exclude capital formation and loan charges.

Summary

The total expenditure of the public schools in 1965/6 was £42 million. The boys' schools took over half the total—£27 million.

Expenditure on teachers' salaries made up a smaller proportion of the total expenditure in boarding schools. The average for all public boarding schools was 37 per cent.

The most costly additional items in boarding schools were the upkeep of premises and grounds and the salaries of domestic staff. It is nevertheless true that average expenditure per pupil was higher in boarding schools for all items, including teachers' salaries.

Current expenditure per pupil in schools with no day pupils was £35 higher in the public boarding schools than in maintained boarding schools with sizeable sixth forms. (The figures were £520 as against £485.) In the largest boys' boarding schools expenditure was even higher, £580, or £95 above the average for state boarding schools.

VI CAPITAL EXPENDITURE

The first part of this section describes the level of capital expenditure in the public schools between 1950 and 1965, comparing it with the level of expenditure in other sectors. It also describes the nature of expenditure in the public schools. The second part concerns the sources of finance.

1. *Capital expenditure 1950-1966*

The survey of capital expenditure showed that the public schools had together spent £47 million during the last sixteen years. The boys' schools spent £35 million which was far more than the girls' schools. Two-thirds of the pupils were boys, but three-quarters of all expenditure was in boys' schools.

Even £47 million was an understatement of the true sum. In the first place it was not possible to make a reliable estimate of capital expenditure in the schools that did not return the questionnaire so they were omitted from the total. Secondly, a few schools were not able to complete all the sections and there is an element of under-recording, especially for the period from 1950-1 to 1954-5. Thirdly, the figures refer to net capital expenditure and the gross total would be slightly higher. Finally, the capital works financed directly out of revenue were excluded. Many schools relied on revenue for the replacement of furniture and some financed quite large projects, such as swimming pools, out of current expenditure. These sums do not appear in the following tables of capital expenditure.

The two bottom rows in Table 19 give comparable figures for capital expenditure in the state system during the last sixteen years. The public schools undoubtedly achieved a proportionately higher level of capital spending per pupil than the rest of the secondary education system, but a simple comparison would be misleading. This is primarily because provision for state boarding was negligible (£2 million out of £746 million). Schools' capital expenditure was returned in five yearly periods with the expenditure for the latest year (1965/6) entered separately. Even taking into account a certain amount of under recording in the period 1950/1-1954/5, there has clearly been a substantial rise in the level of capital expenditure in the public schools—both boys' and girls'. In the first half of the 1960's capital expenditure was running at about four times the level it had reached ten years earlier. The figures for the latest year, 1965/6, show a further acceleration by the boys' public schools. The amount recorded was almost 100 per cent up on the annual average for the previous five years, whereas in the girls' schools the increase was only 40 per cent. However, these figures should be treated with caution. They represent one year only and this may have been exceptional. Moreover a few

Table 19

Total capital expenditure of public schools and maintained secondary schools 1950/65

£ thousand

Type of school	1950/1- 1954/5	1955/6- 1959/60	1960/1- 1964/5	1965/6	Total 1950/1- 1965/6
	£000	£000	£000	£000	£000
Boys' public schools	3,519	10,542	14,984	5,966	35,011
Girls' public schools	1,554	2,688	5,874	1,668	11,784
All public schools (including co-ed.)	5,186	13,305	21,038	7,655	47,184
Maintained boarding schools	283	632	1,115	184	2,214
All maintained secondary schools	114,087	270,244	303,587	58,004	745,922

Table 20

The nature of capital expenditure in the public schools 1950/65

£ thousand and percentages

Purpose of capital expenditure	Type of school					
	Boys' public		Girls' public		All public (including co-ed.)	
	£000	%	£000	%	£000	%
Classrooms	4,696	14	2,634	26	7,373	17
Laboratories	3,982	12	1,149	11	5,256	12
Libraries	532	1	174	2	706	1
Workshops	804	2	262	3	1,075	2
Gyms	2,982	9	1,004	10	4,004	9
Boarding	10,722	31	2,557	25	13,294	30
Dining halls	2,657	8	956	9	3,616	8
Staff quarters	860	3	201	2	1,063	2
Staff houses	3,111	9	341	3	3,470	8
Other	3,848	11	922	9	4,812	11
All purposes	34,194	100	10,200	100	44,669	100

schools were unable to put a precise figure on the value of capital expenditure *completed* in this year and included the value of "starts", i.e. building projects which were begun in 1965/66. They, therefore, slightly over-stated the true position.

Table 20 shows how these large sums of money were spent. The totals are slightly lower than in Table 19 because a few schools were not able to divide their expenditure as requested, and so have been omitted.

The most striking aspect of Table 20 is the amount of money spent on buildings which were not directly connected with teaching activities. The boys' schools devoted half their resources (£17 million) to improved residential accommodation for pupils and staff. In the girls' schools the actual amount of money spent was only £4 million but it still made up 40 per cent of the total. The total expenditure of £21 million clearly represented a considerable improvement in the quality as well as an increase in the quantity of residential accommodation.

Classrooms and laboratories were both directly related to the teaching activities of the schools. The boys' schools spent proportionally less than the girls' on classrooms (14 per cent as against 26 per cent), but much the same on laboratories. The actual sums were, of course, very different, being nearly four times as high (£4 million) in the boys' schools. Even so at 11 per cent of expenditure the share was lower than might have been expected considering the publicity new laboratories have received.

Libraries and workshops accounted for a relatively small proportion of the total, and were easily surpassed by gymnasias and dining halls which each took between eight and nine per cent of the total capital expenditure in both the boys' and girls' schools.

The expenditure on staff quarters and housing by the boys' schools was far in advance of anything achieved by the girls' schools. At £4 million, it was almost ten times the figure for girls' schools. Given the fact that appeals were more easily launched in aid of specific projects such as a chapel, assembly hall or for boarding accommodation, the ability of the boys' schools to divert substantial sums to this head was one more example of their relatively strong financial position.

Better accommodation for staff was, of course, a sound investment in times when it was becoming increasingly difficult to attract good teachers to isolated country boarding schools.

The final category "Other" in Table 20 covered projects such as theatres or music rooms that did not fit in under any other head, and also schemes benefiting the school as a whole, like the installation of central heating or improved drainage.

2. *The finance of capital expenditure*

The different methods of financing capital expenditure and their varying importance are illustrated in Table 21. Appeal funds have received the greatest publicity, and with some reason. Appeals financed 25 per cent of all capital expenditure in the boys' schools and 17 per cent in the girls'. The figure for the other independent schools was under 5 per cent. However, when the importance of gifts to the schools is being considered, donations and grants from the Industrial Fund for the Advancement of Scientific Education in Schools have to be added to the total for appeals. The full amount received in gifts then reached £13.5 million for boys' schools but only £2.5 million for girls'.

Contributions from revenue accounts were the other main source of finance. In the boys' schools it amounted to 24 per cent of the total but in the girls' schools it was proportionally very much higher (40 per cent). New borrowing was also much less important in boys' than in the girls' schools (13 per cent as opposed to 20 per cent). Table 21 illustrates that the boys' schools were together very much richer than the girls'.

Table 21

Sources of funds for capital expenditure in the public schools 1950/65

£ thousand and percentages

Sources of funds	Type of school:					
	Boys' public		Girls' public		All public (including co-ed.)	
	£000	%	£000	%	£000	%
New borrowing	4,459	13	2,241	20	6,730	15
Appeals	8,618	25	1,950	17	10,803	23
Industrial Fund	1,335	4	69	1	1,405	3
Special donations	3,237	9	437	4	3,676	8
Allocations from other school funds	2,553	8	437	4	2,990	7
Sale of land	1,718	5	278	2	1,997	4
Other sales	1,117	3	331	3	1,454	3
Revenue	8,363	24	4,586	40	13,036	28
Decrease in assets	1,490	4	770	7	2,262	5
Other	1,648	5	258	2	1,931	4
All sources	34,538	100	11,356	100	46,284	100

For one thing they were able to finance a much larger proportion of their capital expenditure without contracting new burdens of debt. Internal finance from associated funds was a much more important source in the boys' schools. They also gained almost £3 million from sales of land and other assets, over four times as much as the girls' schools.

Appeal funds

Although they were an important source of finance for capital expenditure the total money received from appeals in the period considerably exceeded the sum recorded as capital expenditure financed from appeal funds.

Table 22
Money received from appeals by public schools

Type of school	£ thousand	
	Total received	
	£000	
Boys' public schools	14,588	
Girls' public schools	3,302	
All public schools (including co-ed.)	18,202	

Some schools diverted money from appeal funds to the general revenue account while the surplus was no doubt invested. As would be expected the boys' schools received more money from appeals than any other group. The totals, £14.6 million for boys' and £3.3 million for girls' schools compare with an estimated sum of £2.5 million for the other secondary independent schools.

Table 23
Source of appeal funds

Source	£ thousand and percentages					
	Type of school:					
	Boys' public		Girls' public		All public (including co-ed.)	
	£000	%	£000	%	£000	%
Individuals	11,139	79	2,665	82	14,049	80
Foundations	1,224	9	248	7	1,512	9
Firms	1,237	9	124	4	1,366	8
Anonymous	218	1	62	2	282	1
Other	210	2	164	5	394	2
Total	14,028	100	3,263	100	17,603	100

As Table 23 shows, individuals provided the bulk of appeal fund income, on average 80 per cent. The boys' schools were able to attract proportionally more money from firms (nine per cent as against four per cent for girls'). In absolute terms they received ten times as much from firms.

Summary

The public schools have spent £47 million in the last sixteen years on buildings. Expenditure has increased rapidly. Over half of it has been devoted to boarding facilities of one kind or another. In the boys' schools appeal funds

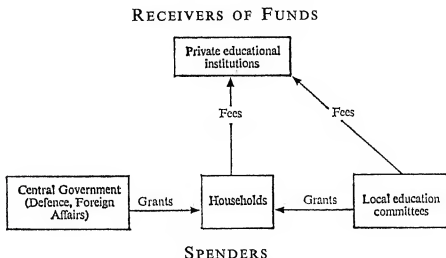
provided slightly more money than did revenue surpluses—a quarter of the total. The girls' schools have had to rely much more heavily on finance from the revenue account.

VII STATE SUPPORT FOR INDEPENDENT SCHOOLS

Some of the evidence submitted to the Commission has mentioned various ways in which independent schools are supported by public funds¹. The term "subsidies" has been used in this connection². It is important to distinguish clearly the ways in which tax laws and financial policies of the government affect the private sector of education. These are broadly three. None can strictly be called subsidies though some are akin to subsidies. First, the public sector buys places at independent schools. Second, the tax laws fall less harshly on some independent schools than on others, and less harshly than on other services that are provided commercially. Third, personal taxation is arranged in such a way as to benefit those who have children and are paying a high rate of tax. We may examine each of these in more detail.

Purchases by the State

In social accounting terms a private school is like any firm in the private sector. Purchases may be made from it by households, other firms or the State. Similarly grants or subsidies may be made to it, and it may receive loans from households, firms (such as banks) or the State. In practice the only transactions which involve the State are purchases—fees paid for particular children at the schools³. Moreover the value of fees paid directly to the schools is very limited indeed as we found from the returns made to us by the schools. Where local authorities do help parents to send their children to independent schools the money is most frequently paid to the parent not to the school. It is possible to represent this in a simple diagram. The private schools are termed "receivers of funds", the households and public bodies "spenders".



¹ For example, by the W.E.A. and the Fabian Society.

² For example, R. M. Titmuss, *Income Distribution and Social Change* p. 85.

³ This presentation and that which follows is similar to that which appears in a publication by Alan Peacock, Howard Glennerster and Robert Lavers, *Educational Finance: Its Sources and Uses in the United Kingdom*. (Oliver and Boyd, 1968)

There are two kinds of transaction, the straightforward purchase by local authorities from private schools, and the more important finance of parents by public authorities. Neither the figures available to the Commission nor those in our own survey enable us to distinguish between these two forms of support. The practical difference is slight and we have referred to the total sums involved as "purchases".

There are, of course, other transactions not shown in the diagram, grants to the school from various bodies such as trust funds, and payments to parents by firms or charitable agencies to offset the cost of fees.

The Commission provided us with the total numbers of boarding pupils that were assisted by central Government Departments together with a figure for the total expenditure by central government on allowances to its employees.

The total number of pupils assisted according to the type of school was as follows:

Table 24

*Numbers of boarding pupils assisted by central Government Departments
England and Wales 1966/7*

Type of school						Numbers
Public	Other recognised	Non- recognised	Direct grant	Maintained	Other	Total
4,190	6,013	1,133	2,720	3,414	917	18,387

The total expenditure of Government Departments in 1967/8 on such assistance was £5.5 million. Following the practice adopted by the Commission it was assumed that the maximum allowance from the service departments, etc. was £300 per child. (In fact it varies with the number of children in a family.) Where the average fees in any category of school was higher than £300 the State's contribution was assumed to be equivalent to the maximum contribution. The average State boarding fee was taken to be about £200¹ which is less than the minimum boarding allowance payable by Government Departments.

The total amount paid out to the parents of pupils at maintained boarding schools was thus calculated at about £0.7 million. The remaining £4.8 million was assumed to be divided between direct grant and independent schools in proportion to the number of assisted pupils in each type of school, i.e. 11,336 at independent schools and 2,720 at direct grant schools. On these assumptions, out of the £5.5 million currently spent on boarding allowances by central government, £3.9 million would be in respect of pupils attending independent schools in Great Britain. Of this sum possibly £0.1 million would relate to pupils in Scottish schools.

The value of financial assistance by local education authorities for pupils at

¹ Calculated from returns to the Commission.

independent schools was provided by the Commission. No distinction, however, was made between pupils at public schools and other recognised schools. The total income of all independent schools has been estimated from our survey. The figures for local education authorities' expenditure and the schools' income refer to 1965/6. The figures for Government Departments refer to 1967/8. It has been assumed that they varied little between 1965 and 1967.

Table 25

*Purchases by the State from independent schools, England and Wales
1965/6*

£ millions and percentages

Type of school	Central government purchases*	Local authority purchases	Total public purchases	Total income of the schools*	% of income derived from the State
Recognised independent schools	3.5	5.3	8.8	85	10.3
Non-recognised schools	0.3	0.1	0.4	18	2.2
All independent schools	3.8	5.4	9.2	103	8.9

*Estimates

About 10 per cent of the income of recognised schools derives from purchases by the State and about 9 per cent of all independent schools' income.

Charitable status

It is well known that those schools which are charities are exempt from payment of certain taxes for which they would otherwise be liable. They enjoy mandatory rate relief. They pay Selective Employment Tax but it is refunded. They benefit by being able to recover tax paid by the donor on sums of money covenanted to them. They are entitled to limited exemption from paying the betterment levy under the 1967 Land Commission Act. Finally, their income, whether from fees, gifts or endowments is not taxable. The first four are tangible benefits. The last is more difficult to assess. The schools, as charities, are non-profit making institutions, and it would seem that they could very largely arrange their accounts so as to avoid payment of company or income tax. If we ignore this latter item the effect on the schools is quite clear, it reduces the costs the schools would otherwise have to meet. The supply schedule of each of these schools is lower than it would be if charitable status were removed. This is, of course, precisely the same economic effect as would be achieved by a direct subsidy to the school. However, while a cash subsidy often carries conditions, as with the direct grant schools, tax exemption as at present administered does not.

While the general effect is clear, putting a precise value on the benefits is not quite as simple. From our survey of the schools we were able to ascertain, for example, how much S.E.T. was paid and was refunded. This is not quite the same thing as saying that if schools were not refunded their S.E.T. payments the Exchequer would benefit by that amount. The higher fees which they would need to charge might reduce the demand for places and so force the schools to employ fewer staff. In other words the effect of removing the various tax advantages will depend on the elasticity of demand for the education these schools offer. It also depends on the alternative uses to which the extra tax revenue is put. If it were used to increase child tax allowances the effect on the demand for private schooling might be offset.

With these reservations in mind, the following are our estimates of the total value of tax relief in all independent schools. They assume the present scale of operations. The figures for rate relief and S.E.T. at the public schools derive from our questionnaire. Those for the other independent schools are based upon our survey of the secondary schools and preparatory schools but are only estimates. They derive from average values of relief per pupil in different categories of school grossed up by the number of pupils in these categories of schools shown in the *Statistics of Education P.I. 1966*. We have estimated from our survey the proportion of pupils who were in recognised schools that were charities in 1965/6. These varied from 90 per cent of the pupils in mainly boarding secondary schools to 50 per cent of those in mainly day schools. We have assumed a figure of 50 per cent for the non-recognised schools. All the public schools are charities.

The estimates of covenanted income and hence of tax remission derive from the total of donations on revenue account and an assumption that nearly all donations to appeal funds by individuals were covenanted. They are only rough estimates but give an indication of the order of magnitude involved.

Table 26

The estimated value of tax relief to independent schools 1965/6

£'s

Type of school	Rate relief	S.E.T. exemption*	Relief on covenants to schools	Total
Public schools	550,000	1,230,000	600,000	2,380,000
Other independent recognised schools	340,000	910,000	200,000	1,450,000
Non-recognised schools	120,000	380,000	50,000	550,000
All independent schools	1,010,000	2,520,000	850,000	4,380,000

*Figures for S.E.T. exemption refer to 1966/7

Compared with the total income of these schools the value of these reliefs is small. The total income of public schools is about £40 million and the total income of independent schools is a little over £100 million. The proposal to increase the level of S.E.T. by 50 per cent would, of course, increase the value of S.E.T. relief.

On the one hand it may be argued that the abolition of such relief could bring in little revenue; on the other the proportionate increase in costs would be small. Moreover, any contraction in staff numbers or scale of operations would also be very small even assuming a moderately elastic demand. Another way of looking at the issue is to consider the value of relief for each child. (See Table 27.)

Table 27

Estimated average value of relief per pupil 1965/6

£'s

Type of school	Rate relief	S.E.T. exemption*	Relief on covenants to schools	Total
Public schools	5	11	5	21
Other independent recognised schools	2	4	1	7
Non-recognised	1	3	—	4
All independent schools	2	6	2	10

*Figures for S.E.T. exemption refer to 1966/7

Composition fee accounts are a separate source of investment income. Parents may pay their children's fees in advance. The schools offer a discount. The equivalent rate of interest varies but it is usually between 2 per cent and 4 per cent. It has been argued that this gives an advantage to parents with capital available. First, it avoids estate duty if the parent dies in the interim. Second, the school or an associated trust can invest the capital sum and the income is not subject to tax. If the school passes on the investment income in full in reduced fees then the parent is in practice enjoying tax-free interest. Some time ago the Governing Bodies' Association recommended their members to offer a lower interest rate to parents, i.e. assuming tax were paid. The resulting surplus is transferred to the general school funds. About two in three boys' schools and one in two girls' schools run these schemes. The total number of pupils currently paying by this method is under 5,000 in the boys' and girls' public schools and such schemes hardly exist at all outside the public schools. It is not clear how far this source of income (i.e. profit on the composition fee accounts) would be subject to tax if charitable status were ended, but again the sum involved would be small. The maximum tax gain would be unlikely to be more than about £0.25 million.

Personal tax benefits

Charitable status lowers the supply schedule of individual schools. Various tax arrangements have the effect of increasing the after-tax incomes of those who send their children to public schools. This income effect increases the demand for private education. However, such tax arrangements cannot be distinguished either in theory or practice from other tax allowances or devices which have the same effect. Some examples may illustrate this point. There are three main ways in which the tax laws may be used to the advantage of those paying fees for their children's education.

The one which is most often mentioned is the deed of covenant. Someone, other than the child's parents, who is paying tax can covenant an annual sum of money to a child who is not paying tax. The period of the covenant must be at least seven years. The child can then recover the income tax paid by the donor on that marginal income, though not the surtax. The proceeds—the gift and the tax rebate must be used for the child's benefit, e.g. in payment of school fees. The Inland Revenue have estimated that the total value of annuities to minors in 1964/5 was £10 million and that the value of income tax repaid was about £3 million. Roughly 60,000 annuities were involved, i.e. a tax rebate of £50 per case per annum. There is no way of knowing how many of these annuities were used to pay fees. If we did know it is unclear what this would tell us. Even if all private education were to end tomorrow it would still be financially advantageous for grandparents paying tax to make covenants to their grandchildren.

The gift of capital to children also benefited from the advantage that the child was taxed separately. Under the proposal made in the Budget Statement (19th March, 1968) the investment income of minor children will be aggregated with that of their parents for tax purposes.

A second method is the use of endowment assurance. The following is a fairly typical example. If a parent wants to send his child first to a preparatory school and then to a public school the total cost in fees will be about £4,000. It is possible to take out an endowment scheme when the child is five, which, combined with a loan secured on the endowment, will pay fees until the child leaves school. If the father dies the fees will still be paid and the child will also receive a small tax-free income. The cost to the parent falls into two parts, the premium on the insurance policy and the interest on the loan. Part of the premium can be offset against tax (two-fifths). The premium for someone over 30 in a typical case may be about £250 per annum. Of this about £40 could be reclaimed from the Inland Revenue if tax were paid at the standard rate. The interest on the loan can also be set against tax. The interest will vary. It will rise from nothing before the child enters school to its peak just before the endowment policy matures. Even if the rate of interest charged were only 7 per cent, tax relief on the interest alone would rise to over £70 assuming the parents' income were earned and that they paid tax at the standard rate. For a higher rate of interest the relief would be correspondingly higher. For someone with unearned income or paying surtax the relief would again be higher. Thus the total tax relief on minimum assumptions will rise to over £110 a year.

As with any other subsidy the benefit may not be derived in full by the consumer. Depending on the nature of the demand for such schemes the insurance company may be able to charge higher premiums than it would if the tax remission did not exist. The benefit of the relief may therefore be shared between the insurance company and the parent, but however it is shared the relief is significant. It is worth remembering that the average expenditure per pupil in state primary schools was, in 1965/66, only £80 per annum and on secondary school children £150.

Again it needs to be emphasised that this type of arrangement is indistinguishable from any other life assurance scheme. So long as endowment assurance policies made for relatively short periods can attract tax relief those tax-payers with families will benefit. Indeed since it is possible to borrow money secured on an endowment policy they can do so anyway.

The third type of scheme is the advance payment of fees out of capital. One version of this is the composition fee scheme run by an individual school which was described in the previous section. Where an arrangement is not made with a school the payment can be made to trustees who will invest the money in an annuity policy which will be transferred to a school chosen by the parents in due course. What makes these schemes doubly attractive to wealthy grandparents is that they are also a way of reducing estate duty. It is claimed that if a grandparent with an estate of over £50,000 spends £10,000 on such a scheme for various grandchildren this could reduce his estate duty by over £5,000 if he dies meanwhile. Once more this is one way amongst many of avoiding estate duty.

Combinations of all these methods are possible as well as other variants. The interest on a loan to a building society, for example, can be used to pay the premiums of an endowment policy. A grandparent may arrange for the premiums on an endowment policy to be paid out of a covenant. The point to emphasise, is that these are merely ways of arranging the individual's financial affairs which reduce his tax liability to a minimum. They are not specifically linked with private education.

If some of these methods of avoiding tax were ended no doubt others would appear. Even if measures to end them were successful, these could not theoretically be distinguished from any of the measures which would reduce the after-tax incomes of those income groups who send their children to independent schools. The abolition of child tax allowances would have precisely the same effect. In other words various personal tax measures that have been described affect the demand for private education only in so far as they affect income distribution.

Summary

In conclusion, there are three ways in which the State affects the financial position of independent schools. First, it purchases a proportion of the services they provide. Second, by giving preferential tax treatment to certain schools it reduces their costs. Third, various tax avoidance procedures are associated with payment of school fees.

Purchases by the State from independent schools account for about 9 per cent of their income. The total tax relief attributable to the schools' charitable status does not amount to more than £4.5 million compared with a total level of activity running at over £100 million. In value terms the tax reliefs that parents enjoy are more important. Where school fees are paid through an endowment scheme, tax relief amounting to over £100 per annum cannot be uncommon. However, this cannot legitimately be separated from the application of such devices to any other purpose or from the much wider issues of the level of personal taxation and income distribution.

ANNEX A

UNIT FOR ECONOMIC AND STATISTICAL STUDIES ON HIGHER
EDUCATION*Questionnaire on the finance of independent schools February 1967*

Name of school.....

Financial returns should be based on the last annual audited accounts. Other figures should relate to the same year. Please enter below the date to which they refer.

Financial year ending.....

Section I—General

Please ring the code number against the appropriate answer.

1. What is the school's instrument of government?

Charter	1
Trust Deed	2
Act of Parliament	3
Incorporated under the Companies Acts	4
Other (please specify).....	

.....

2. Is the school registered as a charity?

Yes	1
No	2

3. (i) Give the maximum number of places available in the school.

	<i>Boarding</i>	<i>Day</i>
Senior school		
Preparatory/Junior school*		

(ii) Give the actual number of places filled in the school in the year under review. Give the average for the three terms.

	<i>Boarding</i>	<i>Day</i>
Senior school		
Preparatory/Junior school*		

*See covering letter.

4. Give the actual number of teaching staff and the full-time equivalent as an average over the year (see notes below).

	<i>Total number of staff (1)</i>	<i>Equivalent full-time staff (2)</i>
Headmaster		
Full-time assistant staff		
Part-time assistant staff		
	_____	_____
Total staff	_____	_____

Notes: (a) Any full-time staff giving private tuition (e.g. individual music lessons) should be included in column 1 but the time spent on these lessons should be excluded from column 2.

(b) Similarly the total number of part-time staff should be included in column 1. Their equivalent in full-time staff should be included in column 2. Again time spent giving private tuition should be excluded from column 2.

(c) For the purpose of working out full-time equivalence in the above cases, each half day's teaching per week should be counted as one-tenth of a full-time teacher.

(d) Teaching staff should include the Chaplain, games staff, craft instructors, etc., but not games professionals or coaches.

Section II—Fees and scholarships

1. Termly fees

Give the termly fees corresponding to the year under review.

<i>Senior school</i>	<i>1st term £</i>	<i>2nd term £</i>	<i>3rd term £</i>
Boarding			
Day			

*Preparatory/Junior school**

Boarding	.....	.....	.....
Day	.....	.....	.....

If fees vary with age or for any other reason please give details

.....

.....

.....

*See covering letter.

2. *Composition fees*

- (i) Give the average number of pupils per term attending the school in the year under review who were paying fees by this method, either in whole or in part.
- (ii) Give the total value of termly fees met by composition fee payments in the year under review. £.....
- (iii) Give the total number of composition fees outstanding at the present time, i.e. both those currently producing termly fees and those not yet doing so.
- (iv) (a) Please state whether the school runs its own composition fee account or whether it purchases annuity certain policies. (Ring appropriate code number.)

Own composition fee account	1
Annuity certain policies	2

- (b) If the first is the case, please state the interest that is at present being allowed to parents.%

3. *Compulsory additional charges*

The amounts to be included here are fixed charges not variable sundry expenses (see IV. 3).

	<i>Average termly payments per pupil</i>	
	<i>Boarding</i>	<i>Day</i>
	£	£
Consolidated extras		
Specify purposes		
.....		
.....		
.....		
Surcharge		
Specify purposes		
.....		
.....		
Medical fee		
Laundry charge		
C.C.F.		
Others		
Specify.....		
.....		
.....		

4. *Allowances off fees*

State the categories of pupils for whom the school offers reduced fees or free places.

	<i>Average number of pupils per term in year under review</i>		<i>Percentage reduction</i>	
	<i>Boarders</i>	<i>Day</i>	<i>Boarders</i>	<i>Day</i>
Brothers/sisters at the school				
Children of school staff				
Pupils under H.M.C. scheme for sons of school masters, bursars, etc.				
Sons or daughters of:				
School teachers				
Clergy				
Old pupils				
Other categories				
specify.....				
.....				
.....				

5. *Scholarships and exhibitions* (awards given by the school for academic, musical or artistic merit which result in a reduction of fees)

- (i) Give the number of pupils holding scholarships and exhibitions at the school in the year under review.

	<i>Average number of pupils per term</i>		<i>Average value of award per annum</i>	
	<i>Boarding</i>	<i>Day</i>	<i>Boarding</i> £	<i>Day</i> £
Financed from general school funds				
Financed from school trust funds				

- (ii) On what basis are pupils selected for scholarships and exhibitions? (Attach conditions of awards if this is the easiest way of answering the question.)

.....

.....

.....

.....

- (iii) Are parental means taken into account in assessing these awards?

Yes	1
No	2
Sometimes	3

6. *Bursaries* (grants given by the school because of financial or special circumstances)

Give the number of pupils in receipt of bursaries in the year under review.

	<i>Average number of pupils per term</i>		<i>Average value of award per annum</i>	
	<i>Boarding</i>	<i>Day</i>	<i>Boarding</i>	<i>Day</i>
(i) Financed from general school funds				
(ii) Financed from school trust funds				

7. Summary

	<i>Boarding</i>	<i>Day</i>
(i) Average number of pupils per term paying full fees		
(ii) Average number of pupils per term receiving allowances (see 4. above)		
(iii) Average number of pupils per term on scholarships or exhibitions (see 5. above)		
(iv) Average number of pupils per term receiving bursaries (see 6. above)		
		
Total number of pupils [as in I.3(ii)]		

Section III—Income (general school revenue per income and expenditure account excluding trust funds)

	£	£
Gross fees†	.....	
<i>Less:</i>		
Allowances (other than own staff's children)	.....	
Allowances (staff pupils)	.....	
Scholarships and exhibi- tions	.....	
Bursaries	.....	
Others	.....	
Net fees		.....
Compulsory additions		.....
Extras:*		
Optional subjects	.....	
Coaching and private tuition	.....	
Meals for day pupils	.....	
Other	.....	
Total extras		.....
Entrance and registration fees		.....
Rents receivable		.....
Interest/Dividends		.....
Donations		.....
Grants: specify sources		
.....		
.....		
.....		
Total grants		.....

Transfers from other funds
(specify)

.....	
.....	
.....	

Total transfers
from other funds

Transfers from general or
other reserve funds

Miscellaneous other income

Notional income for benefits
in kind†

Total income for the year

Deficit for year (if any)

Notes: Where the school is associated with a religious foundation and separate income figures are not available for any category, this should be stated.

† Adjustments may be necessary to show all fees gross with reductions for allowances shown separately.

* Adjustments may be necessary to both sides of the income and expenditure account in order to show the full income from "extras".

‡ Where an imputed salary is made (see Section IV) for benefits in kind, the sum must be added to the income side here.

Section IV—Expenditure

1. Gross salaries and wages

(Include employer's superannuation and national insurance contributions. Exclude pensions.)

£

(a) Teaching staff	.....
(b) Staff ancillary to teaching staff (include librarians, laboratory assistants, games professionals)	.....
(c) Administrative staff (include bursar and clerical staff)	.....
(d) Domestic staff (include matrons and nurses, housekeepers, kitchen and catering staff, caretakers and porters)	.....
(e) Clerk of the works, building and maintenance workers, groundsmen and gardeners	.....

(f) Medical officer	.....
(g) Other employees	.....

Total	_____

Notes:

- (i) Teaching salaries should include those of the headmaster, all full-time and part-time teaching staff including persons giving private tuition and coaching. Remuneration of games professionals should *not* be included unless fees are charged which have been included as "Extras" under income.
- (ii) Salaries and wages should include an amount for board and/or residence for all resident staff. The total amount of this charge being shown as a credit under income. If the school makes no valuation of these benefits it is suggested that the following formula is used:

	£
<i>Board and residence</i>	
Headmaster/mistress	1,000
Housemasters/Housemistresses	500
Single masters/mistresses	175
Housekeepers, matrons, nurses, secretaries and other salaried staff	175
Domestic servants and other weekly-paid staff	125

Residence only

Two-thirds of the rent and rates obtainable in the open market.

- (iii) Where the school is associated with a religious foundation and normal salaries are not paid for some members of the teaching staff, give an analysis of the position below.

	Headmaster	Total Number of staff Full-time staff	Part-time staff
(a) Teaching staff receiving a salary according to a normal salary scale			
Teaching staff receiving a reduced salary			
Teaching staff receiving no salary			
Total staff (as in Section I.4. column 1)	_____	_____	_____

- (b) Please give details of other categories of staff who do not receive normal salaries.

.....

.....

.....

- (iv) It is appreciated that schools have different policies regarding the employment of direct labour. Many contract out catering and building and maintenance work. In such cases, the cost of labour will form part of the annual costs which will appear under the appropriate heading in 2. below.

2. *Other Expenditure* (exclude salaries and wages in all cases)

£

(a) *Establishment expenses*

(Include the cost of repairs and maintenance of premises, furniture and equipment; heating, light and cleaning; boarding and catering expenses; rent, rates and insurance. Include depreciation where an allowance is made.)

.....

(b) *Estate and grounds*

Upkeep of grounds and playing fields

.....

(c) *Educational expenses*

(Include books and stationery, laboratory expenses, lectures, prizes, school magazine. Exclude: self balancing expenditure see 3. below.)

.....

(d) *Administration expenses*

(Include postage, telephones, printing, professional fees.)

.....

(e) *Miscellaneous expenditure*

Bank charges and interest payments

.....

Other expenditure

.....

Transfers to other funds
(specify)

.....
.....
.....

.....

Total expenditure for the year

.....

Surplus for year (if any)

.....

Note: Where the school is associated with a religious foundation and separate expenditure figures are not available for any category, this should be stated.

3. *Self balancing expenditure*

Where sundry disbursements are omitted from the income and expenditure account, please give the approximate average annual cost per pupil under the two headings below. These are variable items. (See II. 3. for fixed charges.) Expenditure which is personal and not educational, e.g. travel, clothing or pocket money should be excluded.

Approximate annual cost per pupil

	<i>Senior school</i>		<i>Preparatory/ Junior school*</i>	
	<i>Boarder</i>	<i>Day</i>	<i>Boarder</i>	<i>Day</i>
	£	£	£	£
(a) Insurance of school fees				
(b) Educational expenses e.g. textbooks and stationery, exam. fees, match expenses, excursions, etc.				

Section V—Capital expenditure and rateable value

1. Please give capital expenditure for past years shown below. If records are unavailable for any period, please indicate the fact. Where no capital expenditure was undertaken, enter "None".

	<i>Purchases of land other than for building purposes</i>	<i>Buildings and land</i>	<i>Furniture and equipment</i>	<i>Total</i>
	(i)	(ii)	(iii)	(iv)
	£	£	£	£
1950/1–54/5				
1955/6–59/60				
1960/1–64/5				
1965/6				
Total				

- Notes:* (i) Where the school's financial year corresponds to the calendar year, the comparable periods will be 1950–54, 1955–59, 1960–64, 1965.
(ii) The figures should give net additions to the capital account during each period, i.e. after deducting sales of land or other property, but depreciation should not be deducted.
(iii) Where buildings are to be used jointly with a religious community e.g. chapel, exclude them.

*See covering letter.

2. Please allocate the totals in columns (ii) and (iii) above between the categories below. It is appreciated that these will only be estimates.

<i>Boarding</i> (include boarding houses, other boarding accommodation and sanatoria)	£
	
<i>Teaching</i>	
Classrooms	.....
Libraries	.....
Workshops/Art rooms	.....
Laboratories	.....
Gymnasias and sports facilities	.....
<i>Domestic</i>	
Dining halls and kitchens	.....
Staff quarters	.....
Staff houses	.....
Other (specify)	.....
.....	
.....	
Total [as (ii) and (iii) above]	.....

3. How has the capital expenditure been financed in the period 1950-1966?
Again only estimates are required.

	£
New borrowing	.....
Transfer from school's appeal funds	.....
The Industrial Fund for the Advancement of Scientific Education in Schools	.....
Special donations	.....
Allocations from other funds	.....
Sale of land	.....
Sale of other assets	.....
Revenue surpluses	.....

Decrease in current assets over current liabilities (or increase in current liabilities over current assets)	.....
Other sources	.....

Total [as (iv) above]	_____

Notes: (i) New borrowing should be a net figure after repayments.

(ii) Presumably the above information will be most easily obtained from the balance sheets over the years in question from which a composite "Surplus and Disposals" account can be compiled.

4. Appeal funds

(a) Give details of appeal funds since 1950 including any still open.

	<i>Date launched</i>	<i>Target</i> £	<i>Total amount received in cash or promised under covenant</i> £
(i)			
(ii)			
(iii)			
(iv)			
		Total	_____

(b) Estimate the proportion of the total shown in (a) which has been given by:

	%
(i) Individuals	.....
(ii) Foundations or Trusts	.....
(iii) Firms	.....
(iv) Anonymously	.....
(v) Other sources	.....

5. *Rateable value*

(a) Give the gross value of all school properties in 1965/6.

	£
Owned by the school	
Leased by the school	
Total	

If assessments not yet agreed, give inland revenue figures.

(b) Give the total value of mandatory rate relief to the school in the year under review. £.....

6. *Selective Employment Tax*

Please enter below an estimate of the amount of tax to be payable in the current financial year. Schools which are charities should enter the amount payable and recoverable. Schools which are not charities should enter the amount payable and not recoverable.

£.....

Signed.....

Position.....

Date

ANNEX B

COMPULSORY EXTRA CHARGES

<i>Table No.</i>		<i>Page No.</i>
B.1	Nature of compulsory additional charges	332
B.2	The value of compulsory additional charges per pupil ...	333

Table B.1
Nature of compulsory additional charges for boarders 1965/6

Type of school	Number of schools in which compulsory charges are made for:						All schools which impose some extra charges	Total schools
	Consolidated extras	Surcharge	Medical fee	Laundry	Combined cadet force	Other		
<i>Boys' public schools</i> Mainly boarding Mainly day	24 5	7 1	5 3	19 3	22 7	27 5	63 16	105 30
All boys' schools	29	8	8	22	29	32	79	135
<i>Girls' public schools</i> Mainly boarding Mainly day	19 4	3 2	11 1	25 6	0 0	13 7	46 15	74 55
All girls' schools	23	5	12	31	0	20	61	129
All public schools (including co-ed.)	52	13	20	53	29	52	140	267

Table B.2

The value of compulsory additional charges per pupil per annum 1965/6

Numbers

Type of school	The number of schools with additional charges per pupil in the ranges:			Total schools
	No charges	£1-9	£10-19	
<i>Boys' public schools</i>				
Mainly boarding	42	51	12	105
Mainly day	14	16	0	30
All boys' schools	56	67	12	135
<i>Girls' public schools</i>				
Mainly boarding	28	41	5	74
Mainly day	40	14	1	55
All girls' schools	68	55	6	129
All public schools (including co-ed.)	127	122	18	267

ANNEX C

ALLOWANCES AND AWARDS FOR BOARDING PUPILS

<i>Table No.</i>		<i>Page No.</i>
C.1	Allowances for brothers and sisters—average percentage value of boarding fees 	335
C.2	Allowances for children of school teachers—average percentage value of boarding fees 	335
C.3	Scholarships—average percentage value of boarding fees	336
C.4	Bursaries—average percentage value of boarding fees ..	336

Table C.1

Allowances for brothers and sisters—average percentage value of boarding fees

Type of school	The number of schools with allowances off fees in the following percentage ranges:				Numbers
	None	1—4%	5—9%	10%+	All schools
<i>Boys' public schools</i>					
Mainly boarding	33	20	20	32	105
Mainly day	17	3	7	3	30
All boys' schools	50	23	27	35	135
<i>Girls' public schools</i>					
Mainly boarding	18	11	15	30	74
Mainly day	33	8	3	11	55
All girls' schools	51	19	18	41	129
All public schools (including co-ed.)	103	42	46	76	267

Table C.2

Allowances for children of school teachers—average percentage value of boarding fees

								Numbers
Type of school	The number of schools with allowances off fees in the following percentage ranges:							All schools
	None	1–9%	10–19%	20–39%	40–59%	60–74%	75%+	
<i>Boys' public schools</i>								
Mainly boarding	61	—	—	2	29	6	7	105
Mainly day	24	—	—	—	5	1	—	30
All boys' schools	85	—	—	2	34	7	7	135
<i>Girls' public schools</i>								
Mainly boarding	61	—	—	3	5	—	5	74
Mainly day	49	1	1	2	2	—	—	55
All girls' schools	110	1	1	5	7	—	5	129
All public schools (including co-ed.)	198	1	1	7	41	7	12	267

Table C.3

Scholarships—average percentage value of boarding fees

Type of school	Numbers of schools with average percentage value:								All schools
	None	1–9%	10–19%	20–29%	30–39%	40–49%	50–59%	60%+	
<i>Boys' public schools</i>									
Mainly boarding	6	2	21	54	12	2	3	5	105
Mainly day	12	4	2	7	2	1	1	1	30
All boys' schools	18	6	23	61	14	3	4	6	135
<i>Girls' public schools</i>									
Mainly boarding	22	4	21	13	10	1	1	2	74
Mainly day	42	2	3	6	—	—	1	1	55
All girls' schools	64	6	24	19	10	1	2	3	129
All public schools (including co-ed.)	83	12	48	81	24	4	6	9	267

Table C.4

Bursaries—average percentage value of boarding fees

Type of school	Numbers of schools with average percentage value:								All schools
	None	1–9%	10–19%	20–29%	30–39%	40–49%	50–59%	60%+	
<i>Boys' public schools</i>									
Mainly boarding	33	68	2	1	1	—	—	—	105
Mainly day	25	5	—	—	—	—	—	—	30
All boys' schools	58	73	2	1	1	—	—	—	135
<i>Girls' public schools</i>									
Mainly boarding	24	50	—	—	—	—	—	—	74
Mainly day	43	11	—	—	—	1	—	—	55
All girls' schools	67	61	—	—	—	1	—	—	129
All public schools (including co-ed.)	127	134	2	2	1	1	—	—	267

ANNEX D

COMPOSITION FEE SCHEMES

<i>Table No.</i>		<i>Page No.</i>
D.1	Composition fee schemes—schools and pupils	338
D.2	Composition fee schemes—rate of interest	338

Table D.1
Composition fee schemes—schools and pupils

Type of school	Number of pupils	Numbers and percentage	
		Percentage of total pupils	Schools with schemes
<i>Boys' public schools</i>		%	
Mainly boarding	3,485	7.8	87
Large	2,217	11.4	29
Mainly day	56	0.3	9
Large	42	2.3	7
All boys' schools	3,541	5.4	96
<i>Girls' public schools</i>			
Mainly boarding	981	5.1	51
Large	505	5.7	18
Mainly day	49	0.1	13
Large	43	2.6	8
All girls' schools	1,030	2.5	64
All public schools (including co-ed.)	4,657	4.3	163

Table D.2
Composition fee schemes—rates of interest

Type of school	Numbers				
	Under 2%	2% up to 4%	4% up to 6%	6% and over	Total schools
<i>Boys' public schools</i>					
Mainly boarding	8	43	8	2	61
Mainly day	0	3	2	0	5
All boys' schools	8	46	10	2	66
<i>Girls' public schools</i>					
Mainly boarding	4	24	1	0	29
Mainly day	1	7	0	0	8
All girls' schools	5	31	1	0	37
All public schools (including co-ed.)	13	80	11	2	106

ANNEX E

CURRENT EXPENDITURE

<i>Table No.</i>				<i>Page No.</i>
E.1	Boys' schools—current expenditure	..	..	340
E.2	Girls' schools—current expenditure	..	..	341
E.3	Boys' large schools—current expenditure	...	...	342
E.4	Girls' large schools—current expenditure	...	...	343

Table E.1
Boys' schools—current expenditure

£ thousand and £'s

	Boys' mainly boarding		Boys' mainly day		All boys' schools	
	£000	£ per pupil	£000	£ per pupil	£000	£ per pupil
<i>Salaries</i>						
Teaching	7,487	167	2,765	128	10,252	154
Ancillaries	268	6	73	3	342	5
Administrative	586	13	136	6	722	11
Domestic	3,123	70	476	22	3,599	54
Maintenance	1,154	26	166	8	1,321	20
Medical and others	157	3	7	1	164	3
Total	12,775	285	3,623	168	16,400	247
<i>Other goods and services</i>						
Establishment	6,661	148	1,073	50	7,734	116
Estate	221	5	58	3	278	4
Education	695	15	193	9	888	13
Administration	397	9	100	5	497	8
Other	373	8	105	5	478	7
Total	8,347	185	1,529	72	9,875	148
Total current expenditure	21,122	470	5,152	240	26,275	395
Interest	253	6	62	3	314	5
Transfers to other funds	524	12	125	6	649	10
All expenditure	21,899	488	5,339	249	27,238	410

Table E.2
Girls' schools—current expenditure

£ thousand and £'s

	Girls' mainly boarding		Girls' mainly day		All girls' schools	
	£000	£ per pupil	£000	£ per pupil	£000	£ per pupil
<i>Salaries</i>						
Teaching	3,225	154	2,782	123	6,007	138
Ancillaries	41	2	25	1	66	2
Administrative	284	14	147	7	431	10
Domestic	1,439	69	588	26	2,028	46
Maintenance	386	18	111	5	497	11
Medical and others	72	3	22	1	94	2
Total	5,447	260	3,675	163	9,123	209
<i>Other goods and services</i>						
Establishment	2,637	126	1,122	50	3,759	86
Estate	62	3	32	1	94	2
Education	182	9	130	6	311	7
Administration	167	8	89	4	256	6
Other	217	10	74	3	291	7
Total	3,265	156	1,447	64	4,711	108
Total current expenditure	8,712	416	5,122	227	13,834	317
Interest	114	5	71	3	185	4
Transfers to other funds	213	10	88	4	301	7
All expenditure	9,039	431	5,281	234	14,320	328

Table E.3
Boys' large schools—current expenditure

£ thousand and £'s

	Boys' mainly boarding		Boys' mainly day	
	£000	£ per pupil	£000	£ per pupil
<i>Salaries</i>				
Teaching	3,398	170	2,351	129
Ancillaries	153	8	67	4
Administrative	258	13	113	6
Domestic	1,525	77	388	21
Maintenance	565	28	136	7
Medical and others	102	5	6	1
Total	6,001	301	3,061	168
<i>Other goods and services</i>				
Establishment	3,064	154	876	48
Estate	103	5	49	3
Education	268	13	171	9
Administration	176	9	85	5
Other	123	6	98	5
Total	3,734	187	1,279	70
Total current expenditure	9,735	488	4,340	238
Interest	84	4	58	3
Transfers to other funds	254	13	124	7
All expenditure	10,073	505	4,522	248

Table E.4
Girls' large schools—current expenditure

	£ thousand and £'s			
	Girls' mainly boarding		Girls' mainly day	
	£000	£ per pupil	£000	£ per pupil
<i>Salaries</i>				
Teaching	1,487	161	2,043	119
Ancillaries	27	3	21	1
Administrative	119	13	99	5
Domestic	709	77	391	23
Maintenance	209	23	68	4
Medical and others	49	5	12	1
Total	2,600	282	2,634	153
<i>Other goods and services</i>				
Establishment	1,214	131	783	46
Estate	24	3	25	1
Education	91	10	98	6
Administration	76	8	58	3
Other	66	7	46	3
Total	1,471	159	1,010	59
Total current expenditure	4,071	441	3,644	212
Interest	50	5	45	3
Transfers to other funds	56	6	52	3
All expenditure	4,177	452	3,741	218

APPENDIX 13

ASSESSMENT OF PARENTAL CONTRIBUTIONS FOR
THE PURPOSE OF UNIVERSITY AWARDS

Contributions to be made by the parents of assisted pupils attending integrated schools are the subject of Chapter 15 of the Report (Volume I). In that Chapter reference is made to the adoption of criteria used in the assessment of parental income for the purpose of calculating university awards. These criteria are set out below. They have been extracted from the booklet prepared by the Department of Education and Science entitled "Grants to Students I".

Gross Income

The gross income taken as the starting point is the income of the student's actual or legally adoptive parents as computed for income tax purposes, except that the gross amounts are taken where dividends, interest, annuities, etc., are paid free of tax. Income from a trust paid for or towards the maintenance, education or benefit of an infant award holder, or any other infant dependant, either by virtue of section 31(1) of the Trustee Act 1925 or of the trust instrument is included in the gross income of the parent. Deductions are then made to arrive at the net income to which the appropriate parental contribution (if any) is related.

In addition to the allowances against gross income shown below, deductions of other kinds applying for tax purposes (e.g. for expenses) are allowed in the assessment of the parental contribution, except that income tax personal allowances, earned income allowances and National Insurance contributions (including any graduated contributions) are not allowed.

The income used in the assessment is normally that in the previous financial year, but a claim may be made for current income to be used if it can be shown to be substantially lower. Special arrangements apply regarding the income of parents employed abroad.

Allowances

The following allowances are made against gross income:

- (i) Adults dependent on the parents (other than a spouse) and dependent children (other than the student)—£200 per dependant, less any income of the dependant, or for adults the amount equal to the value of the assistance given, if less.
- (ii) Mortgage interest and all other interest payments allowed for tax purposes.
- (iii) Superannuation contributions (but not National Insurance contributions of any kind) and life insurance premiums, up to a maximum of 10 per cent of gross income.
- (iv) Domestic assistance—an allowance may be made where parents are at work or incapacitated.

- (v) Educational expenses of dependent children (other than the student)—in addition to allowances at (i) above, further allowances may be made towards the cost to parents of school fees and expenses (up to £200 per child) and of further education and professional training (up to £350 per child).
- (vi) Payment made under covenant—the gross annual amounts covenanted are allowed except that the allowance for covenants to individuals other than the student is limited to £200 each, and no allowance is made for covenanted payments by the parents to the student (neither does the amount received by the student count as his personal income).

APPENDIX 14

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES AND REGIONAL SUMMARY TABLES

- Notes:* 1. Source—returns made to the Department of Education and Science for January, 1967.
2. Independent schools not recognised as efficient (accounting for 9,847 boarding pupils), special schools (21,007 boarders) and independent schools catering wholly or mainly for handicapped pupils (about 2,000 boarders) are not included in the list.
 3. For the purpose of this list primary pupils have been defined as pupils aged 10 years and under and secondary pupils as those aged 11 years and over.
 4. Sixth form pupils are those taking courses at a level wholly or mainly beyond G.C.E. 'O' level whether or not the course prepares pupils for the G.C.E. 'A' level examination.
Where both boys and girls are in the sixth form the number of each is shown separately—'B' for boys and 'G' for girls.
 5. The definitions of the regions are those used by the Department of Education and Science and agree as far as practicable with the definitions standardised for use in all Government statistics.
 6. No tuition fees are charged at maintained boarding schools. Assistance with boarding fees may be given in accordance with the local education authority's income scale. Maintained schools with less than ten boarders are not listed. Pupils boarded outside the school are excluded from the figures.
 7. Some independent schools do not quote a tuition fee separately and this is included in the tuition and boarding fee.
 8. For the purpose of this list, the term "public school" has been taken as comprising the schools named in our terms of reference with the exception of the school which became aided and the schools which closed. Those schools which have since become members of the Association of Governing Bodies of Public Schools or the Association of Governing Bodies of Girls' Public Schools or whose headmasters have become members of the Headmasters' Conference are entered as "other independent recognised efficient schools". They are listed in Appendix 2.

A. NORTHERN REGION

	Annual fees		Age range	Total number of pupils				No. in V/1th form	Number of boarders			
				Boys		Girls			Boys		Girls	
	Tuition	Tuition and boarding		Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary	Secondary
PUBLIC SCHOOLS	£ s.	£ s.										
<i>Cumberland</i> 1. St. Bees School	210	516	11-18 +	—	229	—	—	89	—	229	—	—
<i>Durham</i> 2. Durham School 3. Polam Hall School, Darlington	207 45 to 195	447 360 to 405	12-18 + 3-18 +	— 3	255 —	— 78	— 209	87 38	— —	201 —	— 9	— 62
<i>Westmorland</i> 4. Casterton School, Carnforth, Lancashire	—	480	8-18 +	—	—	24	181	32	—	—	20	169
<i>Yorkshire North Riding</i> 5. Ampleforth College, York 6. Scarborough College 7. Skellfield School, Topcliffe, Thirsk	200 195 —	492 465 420	11-18 + 11-18 + 10-18 +	— — —	655 332 —	— — 5	— — 119	291 68 7	— — —	655 210 —	— — 5	— — 119

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES

A. NORTHERN REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders					
	Tuition	Tuition and boarding		Boys		Girls			Boys		Girls			
				Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary	Secondary		
OTHER INDEPENDENT RECOGNISED EFFICIENT SCHOOLS	£	£ s.												
<i>Cumberland</i>														
8. Austin Friars School, Carlisle	135	330	10-18+	2	324	—	—	64	2	179	—	—	—	—
9. The Calder Girls' School, Seascale	—	311 17 to 327 12 378	8-17	—	—	3	83	17	—	—	—	3	83	59
10. Friends' School, Wigton	189	378	11-18+	—	116	—	71	17B 22G	—	89	—	—	—	—
11. Harecroft Hall School, Gosforth, Seascale	150	345	7-13	12	8	1	—	—	8	8	—	—	—	—
12. Lime House School, Carlisle	75 to 157 10	75 to 393 15 330 299 5	4-18+	28	48	5	1	—	16	46	1	1	1	1
13. Seascale Preparatory School	—	330	8-13	22	24	—	—	—	22	24	—	—	—	—
14. Wyndham House School, Cockermouth	122 17	299 5	4-13	41	21	8	1	—	18	12	1	—	—	—
<i>Durham</i>														
15. Bow School, Durham	150	300	7-13	63	45	—	—	—	27	24	—	—	—	—
16. The Chorister School, Durham	168	297	8-13	73	53	—	—	—	24	27	—	—	—	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
A. NORTHERN REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders			
	Tuition	Tuition and boarding		Boys		Girls			Primary	Secondary	Boys	Girls
				Primary	Secondary	Primary	Secondary					
<i>Durham (continued)</i>	£ s.	£ s.	11-18 +	—	—	—	400	69	—	—	18	
17. Immaculate Conception Grammar School, Darlington	30	80	6-17	—	—	23	71	—	—	17	53	
18. St. Anne's Convent High School, Bishop Auckland	92	275	11-18 +	—	241	—	—	67	—	241	—	
19. Ushaw College, Durham												
<i>Northumberland</i>												
20. Corchester Preparatory School, Corbridge	150	315	4-13	57	21	—	—	—	26	21	—	
21. Ellingham Hall Preparatory School, Chathill	99	168	6-14	27	34	—	—	—	25	32	—	
22. La Sagesse Convent High School, Newcastle-upon-Tyne, 2	96 to 108	198	4-18 +	13	—	292	844	97	—	—	16	
23. Mowden Hall School, Newton, Stocksfield	—	425 5	8-13	47	44	—	—	—	46	44	—	
24. Newlands Preparatory School, Gosforth, Newcastle-upon-Tyne, 3	84 to 129	230 to 245	4-12	99	27	—	—	—	8	3	—	
25. Our Lady's Convent High School, Alnwick	50 to 60	206	5-18 +	—	—	56	207	14	—	18	34	

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
A. NORTHERN REGION (continued)

	Annual fees		Age range	Total number of pupils						No. in Vth form	Number of boarders			
	Tuition	Tuition and boarding		Boys		Girls		Primary	Secondary		Primary	Secondary	Boys	Girls
<i>Northumberland (continued)</i>	£ s.	£ s.	4-18+	3	—	38	139	11	—	—	16	84		
26. St. Mary's Convent School, Berwick-on-Tweed	72 9	299 5	4-12	9	—	62	11	—	—	—	16	6		
27. The Sneepe P.N.E.U. School, Hexham	119 14	330 15												
<i>Westmorland</i>	165	336	3-11	7	—	58	3	—	—	—	29	2		
28. Blackwell School, Bowness-on-Windermere, Windermere	—	435	7-13	44	45	1	—	—	41	44	—	—		
29. Cressbrook School, Kirkby Lonsdale, Carnforth, Lancashire	—	315	8-13	36	27	—	—	—	36	27	—	—		
30. Earnseat School, Arncliffe, Carnforth, Lancashire	53 11	324	3-18+	9	—	72	198	30	—	—	24	190		
31. St. Anne's School, Windermere	to 135	to 354	10-18+	—	—	1	72	8	—	—	1	62		
32. Sandford School, Wither-slack, Grange-over-Sands, Lancashire	180	375												
<i>Yorkshire North Riding</i>														
33. Aysgarth School, Newton-le-Willows, Bedale	—	450	7-13	75	59	—	—	—	75	59	—	—		

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
A. NORTHERN REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders				
	Tuition	Tuition and boarding		Boys		Girls			Boys		Girls		
				Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary	Secondary	
<i>Yorkshire North Riding (continued)</i>	£ s.	£ s.											
34. Bramcote School, Scarborough	—	480	7-13	62	33	—	—	—	62	33	—	—	—
35. Convent of the Assumption School, Richmond	119 14	277 4	6-18+	—	—	52	164	20	—	—	22	86	86
36. Friends' School, Great Ayton, Middlesbrough	240	396	10-18+	6	129	—	131	17B 27G	3	97	—	90	90
37. Fyling Hall School, Robin Hood's Bay, Whitby	78 15	283 10	4-18+	29	78	16	59	4B 1G	17	60	10	34	34
38. Gilling Castle Preparatory School, Ampleforth, York	165	405	7-11	109	9	—	—	—	96	9	—	—	—
39. Glenhow School, Saltburn-by-the-Sea	75 to 120	255	3-13	49	16	—	—	—	13	13	—	—	—
40. Queen Mary's School, Helmsley, York	—	408	7-12	—	—	70	40	—	—	—	63	37	37
41. St. Andrew's School, Malton	109 4 to 126	362 5	4-18+	26	—	43	128	18	—	—	12	82	82
42. St. Hilda's School, Sneaton, Whitby	85 to 95	225 to 240	8-18+	—	—	45	172	24	—	—	45	172	172
43. St. Martin's School, Nawton, York	—	375	7-13	39	34	—	—	—	39	34	—	—	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
A. NORTHERN REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vth form	Number of boarders			
				Boys		Girls			Boys		Girls	
	Tuition	Tuition and boarding		Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary	Secondary
<i>Yorkshire North Riding (continued)</i>	£	£ s.										
44. Scarborough College Preparatory School	165	405	6-13	56	57	—	—	—	24	38	—	
45. Scorton Endowed School, Richmond	133	307	10-18 +	1	164	—	—	17	—	53	—	
46. Terrington Hall School, York	—	441	8-13	54	42	—	—	—	54	42	—	
DIRECT GRANT GRAMMAR SCHOOLS												
<i>Durham</i>												
47. (a) Barnard Castle School (Lower)	102	276	8-11	46	4	—	—	—	26	2	—	
(b) Barnard Castle School (Upper)	106 10	313 10	11-18 +	—	464	—	—	123	—	315	—	
<i>Yorkshire North Riding</i>												
48. Convent of the Ladies of Mary Secondary School, Scarborough	90	270	11-18 +	—	—	—	377	51	—	—	55	

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
A. NORTHERN REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders			
				Boys		Girls			Boys		Girls	
	Tuition	Boarding		Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary	Secondary
£ s.	£ s.											
MAINTAINED BOARDING SCHOOLS												
<i>Cumberland</i>												
49. Keswick School		195	11-18+	—	147	—	208	40B 43G	—	76	113	
50. Lairthwaite Secondary School, Keswick		210	11-16	—	154	—	123	—	—	22	12	
<i>Northumberland</i>												
51. Allendale County Secondary School		40	11-15	—	64	—	49	—	—	8	5	
52. Duke's County Grammar School, Alnwick		200	11-18+	—	289	—	—	57	—	20	—	
53. Guide Post County Secondary School, Choppington		40	11-16	—	257	—	190	—	—	11	1	
54. Haydon Bridge County Technical School		200	11-18+	—	221	—	224	20B 14G	—	41	41	
55. Queen Elizabeth Grammar School, Hexham		200	10-18+	—	323	5	380	75B 81G	—	31	23	
<i>Westmorland</i>												
56. Heversham Grammar School		165	10-18+	3	268	—	—	60	—	134	—	

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES

A. NORTHERN REGION (continued)

	Annual fees		Age range	Total number of pupils						No. in Vith form	Number of boarders		
	Tuition	Boarding		Boys	Girls		Primary	Secondary	Primary		Secondary	Boys	Girls
£	£ s.	£ s.	10-18 +	10-18 +	—	—	8	557	126	—	—	49	
<i>Westmorland (continued)</i>													
57. Kendal High School		205		10-18 +	2	137	1	197	24B	—	35	—	43
58. Kirkby Lonsdale Grammar School		210		10-18 +					28G				
<i>Yorkshire North Riding</i>													
59. Richmond Grammar School		235		10-18 +	2	237	—	—	44	—	35	—	—
60. Sir William Turner's School, Redcar		235		10-18 +	1	702	—	—	147	—	31	—	—

B. YORKSHIRE AND HUMBERSIDE REGION

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders		
	Tuition	Tuition and boarding		Boys		Girls			Boys	Girls	
				Primary	Secondary	Primary	Secondary				Primary	Secondary
PUBLIC SCHOOLS	£	£ s.									
<i>Yorkshire East Riding</i>											
1. Bootham School, York	279	495	11-18+	—	251	—	—	81	—	244	—
2. Hull High School for Girls, Anlaby	126 to 171	279	4-18+	32	—	151	188	31	—	—	11
3. Hunmanby Hall Girls' School, Filey	227	432	8-18+	—	—	14	287	43	—	—	287
4. The Mount School, York	—	477	11-18+	—	—	—	252	78	—	—	252
5. Queen Margaret's School, Eserick, York	261	468	10-18+	—	—	1	247	51	—	—	247
6. St. Peter's School, York	210 to 235	450 to 510	8-18+	128	495	—	—	129	45	291	—
<i>Yorkshire West Riding</i>											
7. Ackworth School, Pontefract	213	444	11-18+	—	210	—	206	40B 43G	—	206	196
8. Giggleswick School, Settle	171 to 195	384 to 450	7-18+	35	321	—	—	86	29	245	—
9. Harrogate College	—	465 to 495	7-18+	—	—	37	449	92	—	—	425

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
B. YORKSHIRE AND HUMBERSIDE REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in V1th form	Number of boarders		
				Boys		Girls			Boys	Girls	
	Tuition	Tuition and boarding		Primary	Secondary	Primary	Secondary				
									£ s.	£ s.	Primary	Secondary	Primary	Secondary
<i>Yorkshire West Riding (continued)</i>											
10. Queen Ethelburga's School, Harrogate	—	453	11-18 +	—	—	—	217	45	—	—	217
11. Rishworth School, Ripponden, Halifax	170	450	11-18 +	—	168	—	—	39	—	140	—
12. Sedburgh School	234	540	12-18 +	—	413	—	—	166	—	407	—
13. Silcoates School, Wakefield	213 to 219	414 to 429	7-18 +	63	212	—	—	42	16	145	—
OTHER RECOGNISED EFFICIENT INDEPENDENT SCHOOLS											
<i>Lincolnshire (Lindsey)</i>											
14. St. Hugh's School, Woodhall Spa	150	375	7-13	58	58	3	—	—	52	58	—
<i>Yorkshire East Riding</i>											
15. Convent of the Sacred Heart School, Filey	78 to 90	273 to 285	4-18 +	21	—	42	43	6	—	6	8
16. Marton Hall Preparatory School, Bridlington	170	360	8-13	37	29	—	—	—	33	27	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
B. YORKSHIRE AND HUMBERSIDE REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders			
	Tuition	Tuition and boarding		Boys		Girls			Primary	Secondary	Boys	Girls
				£	s.	Primary	Secondary					
Yorkshire West Riding												
17. Bentham Grammar School, Lancaster	114 to 135	300 to 350	7-18+	13	177	11	158	32B 18G	7	62	6	37
18. Birkdale Preparatory School, Sheffield, 10	72 to 132	261 to —	4-13	259	86	—	—	—	4	7	—	—
19. The Cathedral Choir School, Ripon	—	362	5-14	50	34	1	1	—	30	26	—	—
20. Clevedon House School, Ben Rhydding, Ilkley	—	393	8-13	37	32	—	—	—	37	32	—	—
21. Clifton House School, Harrogate	97 to 144	239 to 360	5-13	55	12	—	—	—	6	4	—	—
22. Convent of the Holy Child Jesus School, Harrogate	156	270	10-18+	—	—	3	205	48	—	—	3	173
23. Convent of Mercy High School, Clifford, Boston Spa	120	270	7-18+	—	—	28	113	12	—	—	7	40
24. Fulneck Moravian Girls' School, Pudsey	150	330 to 345	4-18+	21	—	76	191	25	—	—	10	49
25. Fulneck School for Boys, Pudsey	156	348	7-18+	63	246	—	—	22	9	62	—	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
B. YORKSHIRE AND HUMBERSIDE REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vth form	Number of boarders		
	Tuition	Tuition and boarding		Boys		Girls			Primary	Boys	Girls
				Secondary	Primary	Secondary	Primary				
	£ s.	£ s.									
<i>Yorkshire West Riding (continued)</i>											
26. Ghyll Royd Preparatory School, Ilkley	120 to 162	345	5-13	55	36	—	—	—	11	24	—
27. Grosvenor House School, Harrogate	84 to 150	294	4-13	70	43	—	—	—	10	26	—
28. Heathfield School, Rishworth, Halifax	150 to 170	345	7-13	47	27	—	—	—	23	22	—
29. Hill House School, Doncaster	88 to 160	261 to 296	6-13	97	34	—	—	—	4	4	—
30. Malsis School, Cross Hills, Keighley	13 to 160	450	7-13	87	74	—	—	—	87	74	—
31. Red House School, Moor Monkton, York	236	410	6-13	17	24	—	—	—	16	20	—
32. St. David's Preparatory School, Huddersfield	132 to 144	291 to 159	4-13	129	44	—	—	—	—	9	—
33. St. Mary's Convent School, East Marton, Skipton	144 to 90	195	4-11	6	—	43	5	—	—	—	10
34. St. Monica's Convent School, Skipton	90	210	11-18+	—	—	—	130	17	—	—	—

B. YORKSHIRE AND HUMBERSIDE REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders			
				Boys		Girls			Boys		Girls	
	Tuition	Tuition and boarding		Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary	Secondary
<i>Yorkshire West Riding (continued)</i>	£ s.	£ s.	10-18+	1	69	1	50	11B 10G	1	63	1	49
35. Wennington School, Wetherby	270	492										
36. Westbourne Preparatory School for Boys, Sheffield, 10	75 12 to 157 10	201 12 to 283 10	4-13	146	41	—	—	—	—	10	—	—
DIRECT GRANT GRAMMAR SCHOOLS												
<i>Yorkshire East Riding</i>												
37. (a) Bar Convent Grammar School, (Lower), York	90	195	4-12	15	—	104	11	—	—	—	5	—
(b) Bar Convent Grammar School, (Upper), York	90	195	11-18+	—	—	—	349	57	—	—	—	28
38. (a) Pocklington School, (Lower)	135	354	7-11	64	5	—	—	—	30	3	—	—
(b) Pocklington School, (Upper)	122	341	10-18+	1	472	—	—	119	1	261	—	—
<i>Yorkshire West Riding</i>												
39. Ashville College, Harrogate	111	324	9-18+	15	402	—	—	92	10	269	—	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
B. YORKSHIRE AND HUMBERSIDE REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vth form	Number of boarders			
	Tuition	Tuition and boarding		Boys		Girls			Primary	Secondary	Primary	Secondary
				£ s.	£ s.	Primary	Secondary					
	£ s.	£ s.	112	19	—	—	—	12	2	—		
Yorkshire West Riding (continued)			7-11									
40. (a) Queen Elizabeth Grammar School, (Lower), Wakefield	111	285		1	711	—	—	199	—	38	—	
(b) Queen Elizabeth Grammar School, (Upper), Wakefield	102	288	11-18+									
41. St. Joseph's College, Bradford	102	207	10-18+	—	—	3	936	163	—	—	25	
42. (a) Woodhouse Grove School, (Lower), Aireborough, Apperley Bridge	146	369	8-11	45	10	—	—	—	29	5	—	
(b) Woodhouse Grove School, (Upper), Aireborough, Apperley Bridge	126	349	11-18+	—	382	—	—	95	—	238	—	
MAINTAINED BOARDING SCHOOLS		Boarding										
Lincolnshire (Lindsey)												
43. Brigg Grammar School		180	11-18+	—	352	—	—	80	—	60	—	

B. YORKSHIRE AND HUMBERSIDE REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders		
				Tuition	Boarding	£	s.		Boys		Girls
	Primary	Secondary							Primary	Secondary	
<i>Lincolnshire (Lindsey) (continued)</i>											
44. Caistor Grammar School	189		10-18 +	1	99	8	157	21B 20G 68	—	13	32
45. De Aston School, Market Rasen	195		11-18 +	—	287	—	—	68	—	70	—
46. King Edward VI Grammar School, Louth	207		11-18 +	—	244	—	349	60B 83G	—	37	55
<i>Yorkshire East Riding</i>											
47. Bridlington High School	230		11-18 +	—	—	—	539	122 135	—	—	49
48. Bridlington School	195		11-18 +	—	546	—	—	135	—	73	—
<i>Yorkshire West Riding</i>											
49. Archbishop Holgate's Grammar School, York	225		10-18 +	5	631	—	—	173	—	42	—
50. Drax Grammar School	180		11-18 +	—	284	—	—	45	—	83	—
51. Ernysted's Grammar School, Skipton	180		10-18 +	5	503	—	—	105	—	60	—
52. Ripon Grammar School	195		10-18 +	—	303	2	298	66B 41G 146	—	67	50
53. Skipton Girls' High School	177		11-18 +	—	—	—	534	146	—	—	58

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
C. NORTH WESTERN REGION

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders		
	Tuition	Tuition and boarding		Boys		Girls			Boys	Girls	
				Primary	Secondary	Primary	Secondary				
									£ s.	£ s.	Primary	Secondary	Primary	Secondary
PUBLIC SCHOOLS											
<i>Cheshire</i>											
1. St. Hilary's School, Alderley Edge	159 to 219	354 to 390	4-18+	—	—	106	200	25	—	—	2 32
2. Upton Hall Convent School, Wirral, Birkenhead	129	249	4-18+	26	—	120	323	23	—	—	4 33
<i>Lancashire</i>											
3. Huyton College, Liverpool	285 to 210	501 to 387	6-18+	—	—	76	350	54	—	—	15 161
4. Liverpool College, Mossley Hill			6-18+	193	541	—	—	165	6	63	—
5. Rossall School, Fleetwood	99 to 270	423 to 540	4-18+	105	591	44	—	208	49	566	—
6. Stonyhurst College, Whalley, Blackburn	—	456	12-18+	—	439	—	—	167	—	439	—
7. Trinity Hall School, Birkdale, Southport	180	396	4-18+	—	—	72	233	34	—	—	4 70

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
C. NORTH WESTERN REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders		
	Tuition	Tuition and boarding		Boys		Girls			Boys		Girls
				Primary	Secondary	Primary	Secondary		Primary	Secondary	
	£ s.	£ s.									
OTHER RECOGNISED EFFICIENT INDEPENDENT SCHOOLS											
Cheshire											
8. Ashford Grange, Preparatory School, Wilmslow	157 10	315	5-13	23	13	—	—	—	5	2	—
9. Beech Hall School, Macclesfield	129	336	7-13	106	58	—	—	—	53	34	—
10. Culcheth Hall School, Altrincham	69 to 162	261 to 273	4-17	—	—	40	134	5	—	—	10
11. Goudhurst College, Nantwich	—	425 5	9-18+	—	—	3	114	31	—	—	114
12. Holm Leigh School, Arelid, Sandbach	—	417	8-13	25	28	—	—	—	25	28	—
13. Kingsmead School, Hoylake, Wirral	63 to 126	(Kindergarten)									
	144 to 225	324 to 423	4-13	206	84	15	—	—	23	32	—
14. The Leas School, Hoylake, Wirral	—	406 7	8-13	67	43	—	—	—	65	43	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
C. NORTH WESTERN REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders			
				Boys		Girls			Boys	Girls		
	Tuition	Tuition and boarding	Primary	Secondary	Primary	Secondary	Primary	Secondary				
									£ s.	£ s.		
Cheshire (continued)												
15. Loreto Convent High School, Altrincham	135	255 to 300	4-18 +	38	—	167	510	57	—	—	—	5
16. Moorland House School, Heswall, Wirral	135	405	7-13	36	28	—	—	—	24	28	—	—
17. Mostyn House School, Parkgate, Neston, Wirral	184 8	412 13	7-13	96	71	—	—	—	59	68	—	—
18. Pownall Hall School, Wilmslow	120 to 180	345	4-13	123	25	—	—	—	16	9	—	—
19. Ramillies Hall School, Cheadle Hulme, Stockport	189 to 220 10	378	5-13	43	47	—	—	—	12	20	—	—
20. The Ryleys School, Alderley Edge	120 to 172 10 30	375	4-14	102	36	—	—	—	15	8	—	—
21. Salesian Missionary College, Shrigley Park, Macclesfield		120	11-18 +	—	98	—	—	—	—	98	—	—
22. Tabley House School, Knutsford	—	450	12-18 +	—	48	—	—	—	—	48	—	—
23. Terra Nova School, Holmes Chapel, Crewe	—	405	7-13	50	38	—	—	—	50	38	—	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES

C. NORTH WESTERN REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vllth form	Number of boarders			
	Tuition	Tuition and boarding		Boys		Girls			Primary	Secondary	Primary	Secondary
				£ s.	£ s.	Primary	Secondary					
Lancashire												
24. Bishop's Court School, Freshfield, Formby, Liverpool	186	366	7-13	73	51	—	—	—	36	35	—	
25. Charney Hall School, Grange-over-Sands	204 15	330 15	8-13	27	30	—	—	—	23	30	—	
26. Chetham's Hospital School, Manchester, 3	165 to 219 135	378 to 432 315	7-18+ 4-18+	60 18	222 —	—	—	44 23	13 —	47 —	— 50	
27. Convent of Notre Dame High School, Birkdale, Southport	116 11 210	289 16 405	8-18+ 5-13	18 116	223 86	—	—	26 —	5 26	49 79	— —	
28. Friend's School, Lancaster												
29. Holmwood School, Formby, Liverpool												
30. Huyton Hill School, Skelwith, Ambleside, Westmorland	120	362	7-13	33	27	—	—	—	33	27	—	
31. Lawrence House School, Lytham St. Annes	207 18	346 10	5-13	66	48	—	—	—	36	41	—	
32. Moorland School, Clitheroe	120	375	4-11	33	—	64	3	—	8	—	1	
33. St. Gabriel's College, Ormskirk	—	90	11-17	—	27	—	—	—	—	27	—	

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
C. NORTH WESTERN REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in VIlth form	Number of boarders		
				Boys		Girls			Boys		Girls
	Tuition	Tuition and boarding		Primary	Secondary	Primary	Secondary		Primary	Secondary	
											£ s.
<i>Lancashire (continued)</i>											
34. St. Peter's College, Freshfield, Formby, Liverpool	105	210	13-18+	—	86	—	—	31	—	86	—
35. Stonyhurst Preparatory School, Blackburn	—	345 to 369	7-13	86	128	—	—	—	83	124	—
36. Sunnymede School, Southport	168	288	5-13	116	31	—	—	—	4	6	—
37. University School, Southport	88 to 117	252 to 268	7-18+	26	82	—	—	—	12	32	—
38. Upholland College, Wigan	90	265	11-18+	—	132	—	—	36	—	132	—
DIRECT GRANT GRAMMAR SCHOOLS											
<i>Cheshire</i>											
39. (a) Cheadle Hulme School (Lower)	129	345	8-11	39	6	43	4	—	11	3	2
(b) Cheadle Hulme School (Upper)	118	334	10-18+	1	410	2	413	108B 99G	—	62	54

C. NORTH WESTERN REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders		
	Tuition	Tuition and boarding		Boys		Girls			Boys		Girls
				Primary	Secondary	Primary	Secondary		Primary	Secondary	
<i>Lancashire</i>	£ s.	£ s.									
40. (a) Arnold School (Lower), Blackpool	96	291	5-11	129	12	—	—	—	12	3	—
(b) Arnold School (Upper), Blackpool	132	337	10-18+	1	561	—	—	145	—	73	—
41. (a) College of St. Joseph (Lower), Blackpool	80	302	8-11	46	11	—	—	—	6	—	—
(b) College of St. Joseph (Upper), Blackpool	80	302	10-18+	1	542	—	—	87	—	57	—
42. Convent of the Holy Child Jesus Secondary School, Blackpool	81	211	11-18+	—	—	—	505	81	—	—	77
43. (a) Lark Hill House School (Lower), Preston	69	150	4-11	—	—	142	10	—	—	8	—
(b) Lark Hill House School (Upper), Preston	81	162	10-18+	—	—	1	557	105	—	—	79
44. (a) Merchant Taylors' School (Lower), Great Crosby	117	332	9-11	49	12	—	—	—	2	1	—
(b) Merchant Taylors' School (Upper), Great Crosby	120	335	10-18+	3	685	—	—	202	—	42	—
45. St. Bede's College, Manchester	105	143	10-18+	4	646	—	—	132	—	67	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
C. NORTH WESTERN REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in V/1th form	Number of boarders			
	Tuition	Boarding		Boys		Girls	Boys		Girls			
				Primary	Secondary					Primary	Secondary	
	£	s.	£	s.								
MAINTAINED BOARDING SCHOOLS												
<i>Lancashire</i>												
46. Childwall Junior Mixed and Infants' C. of E. School, Liverpool		180	4-10	222	—	153	—	—	40	—	9	—
47. Horsley's Green County Secondary School, near High Wycombe		240	11-15	—	152	—	—	—	—	152	—	—
48. Hutton Grammar School	186		11-18 +	11	582	—	—	129	—	58	—	—
49. Kirkham Grammar School	165		10-18 +	5	388	—	—	82	—	59	—	—
50. Lancaster Royal Grammar School	192		10-18 +	15	750	—	—	206	—	176	—	—
51. Liverpool Blue Coat School	180		10-18 +	—	511	—	—	54	—	128	—	—
52. Whiteacre County Secondary School, Blackburn	240		11-15	—	—	—	139	—	—	—	—	139

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
D. EAST MIDLANDS REGION

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders		
				Boys		Girls			Boys		Girls
	Tuition	Tuition and boarding		Primary	Secondary	Primary	Secondary		Primary	Secondary	
PUBLIC SCHOOLS											
<i>Derbyshire</i>											
1. Mount St. Mary's College, Spinkhill Sheffield, Yorks	132	387	10-18 +	5	301	—	—	66	5	275	—
2. Ockbrook School, Derby	81 to 159	354	4-18 +	7	—	72	207	34	—	—	96
3. Repton School, Derby	255 to 275	405 to 543	8-18 +	74	523	—	—	222	64	521	—
4. St. Elphin's Church of England School, Darley Dale, Matlock	219	399	4-18 +	4	—	82	293	37	—	—	245
5. Trent College, Long Eaton, Nottingham	249	498	13-18 +	—	209	—	—	45	—	209	—
<i>Leicestershire</i>											
6. Ratcliffe College, Syston, Leicester	140	420	12-18 +	—	297	—	—	100	—	297	—
<i>Northamptonshire</i>											
7. Oundle School, Peterborough	—	525	10-18 +	1	717	—	—	314	1	717	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
D. EAST MIDLANDS REGION (continued)

	Annual fees		Age range	Total number of pupils			No. in Vith form	Number of boarders				
	Tuition	Tuition and boarding		Boys		Girls		Primary	Secondary	Boys	Girls	
				Primary	Secondary	Primary						Secondary
<i>Nottinghamshire</i> (continued)	£ s.	£ s.										
8. Overstone School, Northampton	—	498	10-18+	—	—	2	151	15	—	—	1	129
9. Wellingborough School	195 to 279	393 to 519	7-18+	75	333	—	—	75	25	199	—	—
<i>Nottinghamshire</i>												
10. Worksop College	305	495	13-18+	—	415	—	—	139	—	404	—	—
<i>Rutland</i>												
11. Uppingham School	—	552	13-18+	—	567	—	—	251	—	567	—	—
OTHER RECOGNISED EFFICIENT INDEPENDENT SCHOOLS												
<i>Derbyshire</i>												
12. Barlborough Hall School, Chesterfield	125	330	8-13	43	37	—	—	—	42	36	—	—
13. Brocksford Hall School, Doveridge, Derby	—	393 15	8-13	31	25	—	—	—	31	25	—	—
14. The Convent High School, Matlock	126	315	4-18+	42	—	70	174	19	—	—	19	118

D. EAST MIDLANDS REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vllth form	Number of boarders		
	Tuition	Tuition and boarding		Boys		Girls			Boys		Girls
				Primary	Secondary	Primary	Secondary		Primary	Secondary	
<i>Derbyshire</i> (continued)	£ s.	£ s.									
15. Mountford House School, West Hallam, Derby	120 to 132	252 to 289 16 435	6-11	17	—	19	3	—	2	—	8 1
16. St. Anselm's School, Bakewell	—	—	7-13	57	59	—	—	—	57	59	—
17. St. Benet's School, Whatstandwell, Matlock	210	390	8-13	38	60	—	—	—	38	60	—
18. St. Ronan's School, Duffield, Derby	114 to 171	360 to 381 390	5-17	—	—	17	57	—	—	—	4 36
19. Stancilffe Hall School, Darley Dale, Matlock	—	—	8-13	60	50	—	—	—	60	50	—
20. Stanley College, Derby	138 12	274 1 to 393 15	9-18+	3	82	—	—	—	—	14	—
<i>Leicestershire</i>											
21. Grace Dieu Manor Preparatory School, Whitwick, Coalville, Leicester	100	300	9-13	41	74	—	—	—	41	74	—
22. Knossington Grange School, Oakham, Rutland	105	345	7-14	28	21	—	—	—	19	19	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
D. EAST MIDLANDS REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders		
				Boys		Girls			Boys		Girls
	Tuition	Tuition and boarding		Primary		Secondary		Primary	Secondary	Primary	Secondary
<i>Leicestershire (continued)</i>	£ s.	£ s.									
23. Manor House School, Ashby-de-la-Zouch	89 8	254	7-13	100	25	—	—	—	27	8	—
24. Nevill Holt School, Market Harborough	—	378	7-13	46	43	—	—	—	46	43	—
25. Our Lady's Convent School, Loughborough	66 to 78	219	3-18+	28	—	122	237	35	—	—	19
26. St. Crispin's School, Leicester	220 10	330 15	5-13	*20	*10	—	—	—	*4	*4	—
27. Stonegate School, Leicester	190	360	7-13	121	69	—	—	—	12	21	—
<i>Lincolnshire (Kesteven)</i>											
28. Priory School, Stamford	81 18 to 157 10	318 3 to 393 15	4-11	39	2	16	—	—	8	—	—
29. Witham Hall School, Witham-on-the-Hill, Bourne	141 15	378	7-13	27	37	1	—	—	22	32	—
<i>Northamptonshire</i>											
30. Blackfriars School, Laxton, Corby	180	345	14-18+	—	20	—	—	7	—	20	—

*St. Crispin's School—these figures are estimated

D. EAST MIDLANDS REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in VIlth form	Number of boarders			
				Boys		Girls			Boys		Girls	
	Tuition	Tuition and boarding		Primary	Secondary	Primary	Secondary		Primary	Secondary		
											Primary	Secondary
<i>Northamptonshire (continued)</i>	£ s.	£ s.										
31. East Haddon Hall School, Northampton	—	450	10-17	—	—	2	65	3	—	—	2	65
32. Falcon Manor School, Green's Norton, Towcester	180	390	9-18+	3	43	1	32	1B 1G	2	42	1	32
33. Great Houghton Preparatory School	122 17 to 173 5	330 6	4-13	117	28	11	—	—	4	3	—	—
34. Holy Family Convent School, Pitsford, Northampton	69 to 75	165 to 171	6-18+	—	—	19	138	11	—	—	16	112
35. Maidwell Hall School, Northampton	—	441	8-12	49	28	—	—	—	48	28	—	—
36. Spratton Hall School, Northampton	156	330	7-13	89	42	—	—	—	37	30	—	—
37. Wicken Park School, Wolverton, Buckinghamshire	—	405	7-12	—	—	54	42	—	—	—	54	42
38. Winchester House School, Brackley	—	420 15	7-13	96	57	—	—	—	96	57	—	—
<i>Nottinghamshire</i>												
39. Bramcote School, Retford	210	420	8-13	33	30	—	—	—	32	29	—	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
D. EAST MIDLANDS REGION (continued)

	Annual fees		Age range	Total number of pupils			No. in Vith form	Number of boarders			
	Tuition	Tuition and boarding		Boys	Girls	Boys		Girls			
	£	s.	£	s.	Primary	Secondary	Primary	Secondary	Primary	Secondary	
Nottinghamshire (continued)											
40. The Dolphin School, Newark	180	390	8-13	24	25	1	—	—	18	22	—
41. Elston Hall School, Newark	—	403 4	7-13	23	40	1	—	—	23	40	1
42. Mattersey Hall Preparatory School, Doncaster	—	360	7-13	34	22	—	—	—	34	22	—
43. Ranby House School, Retford	241	402	8-13	56	81	—	—	—	39	75	—
44. St. Hugh's College, Tollerton, Nottingham	117	250	13-18+	—	75	—	—	24	—	75	—
DIRECT GRANT GRAMMAR SCHOOLS											
Leicestershire											
45. (a) Loughborough Grammar School, (Lower)	130 10	325 10	7-11	160	18	—	—	—	16	4	—
(b) Loughborough Grammar School, (Upper)	123	318	11-18+	—	584	—	—	145	—	91	—

D. EAST MIDLANDS REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in VIth form	Number of boarders			
				Boys		Girls			Boys		Girls	
	Tuition	Tuition and boarding		Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary	Secondary
<i>Leicestershire</i> (continued)	£ s.	£ s.										
46. (a) Loughborough High School for Girls, (Lower)	66 to 105 10	256 to 295 10	4-11	18	—	221	10	—	—	3	2	
(b) Loughborough High School for Girls, (Upper)	100	290	10-18 +	—	—	3	509	100	—	1	33	
<i>Lincolnshire—Kesteven</i>												
47. (a) Stamford School, (Lower)	138 10	345	8-11	62	13	—	—	—	33	8	—	
(b) Stamford School, (Upper)	121 10	328	10-18 +	4	554	—	—	128	1	183	—	
48. (a) Stamford High School for Girls, (Lower)	102 to 127	290 to 315	5-11	21	—	121	6	—	—	11	1	
(b) Stamford High School for Girls, (Upper)	101 10	289 10	10-18 +	—	—	4	558	121	—	—	101	
<i>Rutland</i>												
49. Oakham School	127 10	426	10-18 +	7	511	—	—	131	3	311	—	

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
D. EAST MIDLANDS REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders			
	Tuition	Boarding		Boys		Girls			Primary	Secondary	Primary	Secondary
				£	s.	£	s.					
MAINTAINED BOARDING SCHOOLS												
<i>Derbyshire</i>												
50. Buxton College	222		11-18 +	—	377	—	—	78	—	41	—	—
51. Lady Manner's School, Bakewell	222		11-18 +	—	284	—	298	57B 42G	—	20	—	21
52. Queen Elizabeth's Grammar School, Ashbourne	222		11-18 +	—	168	—	202	30B 24G	—	23	—	25
<i>Leicestershire</i>												
53. Ashby-de-la-Zouch Boys' Grammar School	219		10-18 +	2	593	—	—	117	—	23	—	—
54. Loughborough College School	210		10-18 +	4	575	1	212	137B 36G	—	48	—	—
<i>Lincolnshire</i>												
55. Christ's Hospital Girls' High School, Lincoln	240		11-18 +	—	—	—	512	84	—	—	—	30
56. The King's School, Grantham	155		10-18 +	4	506	—	—	87	—	58	—	—
57. Lincoln School	200		10-18 +	1	521	—	—	106	—	61	—	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
D. EAST MIDLANDS REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders			
				Boys		Girls			Boys		Girls	
	Tuition	Boarding		Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary	Secondary
				£ s.	£ s.							
<i>Northamptonshire</i> 58. Brackley High School		195 to 207 186	10-17	—	—	1	255	48	—	—	37	
59. Magdalen College School, Brackley			10-18+	3	323	—	—	76	—	118	—	
<i>Nottinghamshire</i> 60. Southwell Minster Grammar School		210	10-18+	10	206	—	—	35	—	83	—	

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
E. WEST MIDLANDS REGION

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
	Tuition	Tuition and boarding		Boys		Girls			Boys	Girls																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
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E. WEST MIDLANDS REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders		
				Boys		Girls			Boys		Girls
	Tuition	Tuition and boarding		Primary	Secondary	Primary	Secondary		Primary	Secondary	
											£ s.
<i>Warwickshire</i>											
10. Convent of the Holy Child Jesus School, Edgbaston	141 15	235	4-18 +	24	—	85	249	34	—	—	42
11. Edgbaston Church of England College for Girls, Birmingham, 15	88 4 to 160 13	—	4-18 +	5	—	152	314	55	—	1	11
12. The Kingsley School, Leamington Spa	129 to 195	378 to 399 594	4-18 +	—	—	137	240	33	—	15	57
13. Rugby School	—	—	13-18 +	—	698	—	—	361	—	640	—
14. St. Martin's School, Solihull	105 to 225 204	495 15	2-18 +	13	—	142	213	39	—	3	51
15. Solihull School	228 to 141	468	8-18 +	96	724	—	—	159	3	75	—
16. Warwick School	174 to 174	336 to 375	7-18 +	133	667	—	—	179	11	104	—
<i>Worcestershire</i>	—	465	8-18 +	—	—	29	226	54	—	29	226
17. The Abbey School, Malvern Wells, Malvern											

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
E. WEST MIDLANDS REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders			
				Boys		Girls			Boys		Girls	
	Tuition	Tuition and boarding		Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	
	£ s.	£ s.										
<i>Worcestershire (continued)</i>												
18. The Alice Ottley School, Worcester	114 to 207	426	4-18+	5	—	159	416	107	—	—	9	104
19. Bromsgrove School	237 to 267	414 to 471	8-18+	81	437	—	—	110	36	326	—	—
20. Ellerslie School, Malvern	225	450	10-18+	—	—	5	213	46	—	—	2	186
21. Lawnside School, Malvern	—	495	10-18+	—	—	4	139	14	—	—	4	139
22. Malvern College	—	582	13-18+	—	561	—	—	296	—	550	—	—
23. Malvern Girls' College	—	498	10-18+	—	—	2	487	146	—	—	2	467
24. St. James's School, West Malvern	—	555	10-18+	—	—	5	196	41	—	—	5	196
25. Sebright School, Wolverley, Kidderminster	240	480	8-18+	24	199	—	—	37	11	139	—	—
OTHER RECOGNISED EFFICIENT INDEPENDENT SCHOOLS												
<i>Herefordshire</i>												
26. Belmont Abbey School, Hereford	240	450	11-18+	—	253	—	—	108	—	253	—	—

E. WEST MIDLANDS REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders				
	Tuition	Tuition and boarding		Boys		Girls			Boys		Girls		
				Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary	Secondary	
<i>Herefordshire (continued)</i>	£ s.	£ s.											
27. Bredenbury St. Peter's School, Bromyard	—	441	9-17	—	—	1	72	5	—	—	1	72	
28. The Downs School, Colwall, Malvern, Worcestershire	—	425 5	7-13	79	57	—	—	—	79	57	—	—	
29. The Elms School, Colwall, Malvern, Worcestershire	—	405	7-13	27	31	—	—	—	27	31	—	—	
30. Lucton Pierpont School, Kingsland, Leominster	191 5	450	11-18+	—	136	—	—	4	—	112	—	—	
31. St. Joseph's Convent Preparatory School, Ross-on-Wye	47 5	120 to 150	3-11	42	—	83	3	—	—	—	17	3	
<i>Shropshire</i>													
32. Acton Reynald School, Shawbury, Shrewsbury	—	409 10	8-17	—	—	7	121	18	—	—	7	121	
33. Adcote School, Little Ness, Shrewsbury	—	393 to 429	7-17	—	—	20	118	27	—	—	19	115	
34. Bedstone School, Bucknell	210	450	11-18+	—	136	—	—	10	—	136	—	—	
35. Bellan House Preparatory School, Oswestry	63 to 110	300	3-12	130	2	145	9	—	29	—	18	5	

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
E. WEST MIDLANDS REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders		
				Boys		Girls			Boys	Girls	
	Tuition	Tuition and boarding		Primary	Secondary	Primary	Secondary				
									£ s.	£ s.	Primary	Secondary	Primary	Secondary
<i>Shropshire (continued)</i>											
36. Birchfield School, Albrighton, Wolverhampton, Staffordshire	166 19	299 5	7-13	85	57	—	—	—	1	19	—
37. Convent of Our Lady of Sion School, Acton Burnell, Shrewsbury	157 10	330 15	6-18+	—	—	30	112	14	—	—	68
38. Cotbrook Hall School, Shifnal	136 10	409 10	7-13	16	28	—	—	—	15	26	—
39. Kingsland Grange School, Shrewsbury	150	330	7-13	84	50	—	—	—	23	17	—
40. Moffats School, Kinlet, Bewdley, Worcestershire	90	396	5-13	33	28	3	1	—	27	28	—
41. The Old Hall School, Wellington	(Pre-prep.) 150	435	8-13	62	42	—	—	—	62	42	—
42. Packwood Haugh School, Ruyton Eleven Towns, Shrewsbury	170	420	7-13	67	39	—	—	—	66	38	—
43. Prestfelde School, Shrewsbury	174	396	7-13	70	90	—	—	—	40	62	—
44. St. Edward's College, Cheswardine, Market Drayton	—	70	11-17	—	35	—	—	—	—	35	—

E. WEST MIDLANDS REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vth form	Number of boarders				
	Tuition	Tuition and boarding		Boys		Girls			Boys		Girls		
				Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary	Secondary	
<i>Shropshire (continued)</i>	£ s.	£ s.											
45. St. Margaret's School, Yeaton Pevery, Bomere Heath, Shrewsbury	120	360	9-16	—	—	3	15	—	—	—	2	14	
<i>Staffordshire</i>													
46. Cotton College, Oakamoor, Stoke-on-Trent	135	300	10-18+	1	185	—	—	50	1	185	—	—	
47. Oulton Abbey School, Stone	80	252	7-18+	—	—	6	27	5	—	—	5	27	
48.*The Royal Wolverhampton School	186 to 196	366 to 396	11-18+	—	256	—	—	38	—	203	—	—	
49.*The Royal Wolverhampton Junior School	135 to 150	315	5-11	112	9	33	1	—	56	9	10	1	
50. St. Bede's School, Wolseley Bridge, Stafford	137	336	5-13	70	70	—	—	—	61	65	—	—	
51. St. Chad's Cathedral School, Lichfield	225	435	7-13	50	40	—	—	—	37	39	—	—	
52. St. John's Preparatory School, Alton, Stoke-on-Trent	94	10 283	6-13	38	29	—	—	—	38	29	—	—	

*Governors have power to remit fees according to circumstances

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
E. WEST MIDLANDS REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vth form	Number of boarders			
				Boys		Girls			Boys		Girls	
	Tuition	Tuition and boarding		Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary	Secondary
<i>Staffordshire (continued)</i>	£ s.	£ s.										
53. St. Joseph's Convent School, Stafford	72 9	157 10	11-18 +	—	—	—	228	30	—	—	34	
54. St. Joseph's Convent School, Tamworth	132	289 10	5-18 +	—	—	29	78	7	—	20	76	
55. Smallwood Manor Preparatory School, Uttoxeter	255	386 10	7-13	57	64	—	—	—	50	61	—	
56. Yarlet Hall School, Stafford	180	360	7-13	42	42	—	—	—	39	42	—	
<i>Warwickshire</i>												
57. Arnold Lodge School, Leamington Spa	126 to 150	315	4-13	111	40	—	—	—	17	17	—	
58. Bilton Grange School, Dunchurch, Rugby	—	450	7-13	102	66	—	—	—	88	56	—	
59. Birmingham Blue Coat School	84 to 156	Nil	4-13	144	36	68	4	—	44	29	4	
60. Bremond College, Coventry	66 3 to 126	264 12 to 299 5	3-18 +	7	—	35	52	4	—	2	16	
61. Dunchurch-Winton Hall Preparatory School, Dunchurch, Rugby	—	390	7-13	47	35	—	—	—	35	33	—	

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
E. WEST MIDLANDS REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vth form	Number of boarders				
	Tuition	Tuition and boarding		Boys		Girls			Boys		Girls		
				Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary	Secondary	
<i>Warwickshire (continued)</i>	£ s.	£ s.											
62. Emscote Lawn School, Warwick	150 to 165	285	4-14	140	75	—	—	—	31	57	—	—	—
63. Eversfield Preparatory School, Solihull	85 to 151	235 to 301	5-13	107	43	—	—	—	7	12	—	—	—
64. Greenmore College, Kindergarten and Junior School, Birmingham, 5	108 to 126	315 to 362	3-12	47	11	39	2	—	5	1	—	—	—
65. Greenmore College Secondary School, Birmingham, 5	126 to 162	409 19	11-18+	—	344	—	86	72B 7G	—	124	—	20	16
66. Homefield School, Dunchurch, Rugby	66 to 157	330 10	4-12	24	—	55	18	—	—	—	29	—	10
67. Idlicote House School, Shipston-on-Stour	110 5	286 13	5-13	40	32	—	—	—	23	38	—	—	—
68. Redemptorist Juvenile, Erdington Abbey, Birmingham, 23	—	120	11-18+	—	38	—	—	4	—	—	—	—	—
69. St. Vincent's School, Walton Hall, Wellesbourne	—	465	4-18+	8	—	27	164	24	—	—	9	—	163

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
E. WEST MIDLANDS REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vth form	Number of boarders		
				Boys		Girls			Boys	Girls	
	Tuition	Tuition and boarding		Primary	Secondary	Primary	Secondary				
									£ s.	£ s.	Primary	Secondary	Primary	Secondary
<i>Warwickshire (continued)</i>											
70. West House School, Edgbaston, Birmingham, 15	90 to 207	318 to 342	4-13	112	58	—	—	—	10	27	—
71. Wroxall Abbey School, Warwick	—	465	10-18+	—	—	1	126	14	—	—	113
<i>Worcestershire</i>											
72. Abberley Hall School, Worcester	—	465	7-13	65	43	—	—	—	65	43	—
73. Aymestrey School, Worcester	—	345	8-13	17	29	—	—	—	17	29	—
74. Bowbrook House School, Peopleton, Pershore	150	240	4-13	75	33	—	—	—	15	14	—
75. Bredon School, Pull Court, Bushley, Tewkesbury, Gloucestershire	300	519	12-18+	—	106	—	—	—	—	104	—
76. Douglas House School, Malvern	99 to 135	330 to 360	8-17	—	—	6	93	2	—	—	42
77. Green Hill School, Evesham	60 to 94	240 to 300	4-16	4	—	33	46	—	1	—	4

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
E. WEST MIDLANDS REGION (continued)

	Annual fees		Age range	Total number of pupils						No. in Vith form	Number of boarders			
	Tuition	Tuition and boarding		Boys		Girls		Primary	Secondary		Boys	Primary	Secondary	Girls
<i>Worcestershire</i> (continued)	£ s.	£ s.												
78. Hillscourt School, Rednal, Birmingham, Warwickshire	174	342 to 375	4-13	25	18	—	—	—	8	17	—	—	—	—
79. Hillstone School, Malvern	—	390	7-13	53	50	—	—	—	52	50	—	—	—	—
80. Holy Trinity Convent High School, Kidderminster	48 to 90	192 to 234	3-18+	15	—	160	335	34	—	—	18	48	—	—
81. Penryn School, Chaddesley Corbett, Kidderminster	150	300	8-13	58	62	—	—	—	55	55	—	—	—	—
82. Sacred Heart College, Droitwich	105	270	10-18+	2	172	—	—	15	2	84	—	—	—	—
83. St. Mary's Convent School, Worcester	90 to 117	200	4-18+	17	—	132	299	21	—	—	10	32	—	—
84. St. Michael's College, Tenbury Wells	180	345	6-13	43	26	—	—	—	35	25	—	—	—	—
85. St. Richard's School, Malvern	180	330	8-13	39	41	—	—	—	39	37	—	—	—	—
86. St. Richard's College, Droitwich	105	240	11-18+	—	82	—	—	3	—	82	—	—	—	—
87. Seaford Court School, Malvern	179	369	7-13	35	35	1	—	—	26	26	—	—	—	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
E. WEST MIDLANDS REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in VIth form	Number of boarders		
	Tuition	Tuition and boarding		Boys		Girls			Boys	Girls	
				Primary	Secondary	Primary	Secondary				
											Primary	Secondary	Primary	Secondary
<i>Worcestershire</i> (continued)	£ s.	£ s.									
88. The Wells House School, Malvern	195	405	7-13	63	77	—	—	—	52	73	—
89. Whitford Hall School, Bromsgrove	81 to 129	270 to 318	4-12	29	—	87	14	—	—	—	5
<i>DIRECT GRANT GRAMMAR SCHOOLS</i>											
<i>Herefordshire</i>											
90. Hereford Cathedral Grammar School	109 10	289 10	11-18+	—	364	—	—	118	—	123	—
<i>Worcestershire</i>											
91. (a) Worcester Cathedral Grammar School, (King's School), (Lower)	150	366	8-11	72	8	—	—	—	15	—	—
(b) Worcester Cathedral Grammar School, (King's School), (Upper)	126	342	10-18+	3	546	—	—	146	—	208	—

E. WEST MIDLANDS REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders						
	Tuition	Boarding		Boys		Girls			Boys			Girls			
				Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary		Secondary		
	£	s.	£	s.											
MAINTAINED BOARDING SCHOOLS															
<i>Herefordshire</i>															
92. St. Mary's Roman Catholic Secondary School, Lugwardine		126			10-17	—	120	—	294	16G	—	—	—	—	24
<i>Shropshire</i>															
93. Adams' Grammar School, Newport		189			10-18 +	—	373	—	—	86	—	121	—	—	—
94. Adams' Grammar School, Wem		138			10-18 +	—	178	—	—	42	—	36	—	—	—
95. Apley Park School, Bridgnorth		220			11-15	—	127	—	—	—	—	127	—	—	—
City of Coventry School, Cleobury Mortimer															
see E.104 (Warwickshire)															
96. Ludlow Grammar School		160			10-18 +	—	238	—	199	65B 47G 74	—	41	—	—	—
97. Oswestry Girls' High School		220			10-18 +	—	—	—	490	—	—	—	—	—	41
98. Sir John Talbot's Grammar School, Whitchurch		189			10-18 +	—	160	—	206	29B 40G	—	25	—	—	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
E. WEST MIDLANDS REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in VIth form	Number of boarders				
				Boys		Girls			Boys		Girls		
	Tuition	Boarding		Primary	Secondary	Primary	Secondary		Primary	Secondary			
<i>Staffordshire</i>	£	s.	£	s.	—	190	—	—	35	—	53	—	—
99. Brewood Grammar School		175	10-18+		—	—	—	370	57	—	—	—	27
100. The Friary School, Lichfield		175	10-18+		—	—	—	—	109	—	67	—	—
101. King Edward VI Grammar School, Lichfield		175	10-18+		—	451	—	—	—	—	—	—	—
102. Shooting Butts School, Rugeley		100	11-15		—	115	—	87	—	—	115	—	87
<i>Warwickshire</i>													
103. Bishop Vesey's Grammar School, Sutton Coldfield		228	10-18+		—	732	—	—	164	—	36	—	—
104. City of Coventry School, Cleobury Mortimer, Shropshire		120 to 160	10-16		—	182	—	—	—	—	182	—	—
105. King Edward VI Grammar School, Aston		225	11-18+		—	581	—	—	117	—	30	—	—
<i>Worcestershire</i>													
106. Hanley Castle Grammar School		170	10-18+		—	241	—	—	53	—	26	—	—
107. Old Swinford Hospital, Stourbridge		180	11-18+		—	350	—	—	54	—	216	—	—
108. Worcester Royal Free Grammar School		210	10-18+		—	748	—	—	201	—	66	—	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
F. EAST ANGLIA REGION

	Annual fees		Age range	Total number of pupils				No. in Vth form	Number of boarders			
				Boys		Girls			Boys		Girls	
	Tuition	Tuition and boarding		Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary	Secondary
PUBLIC SCHOOLS	£ s.	£ s.										
<i>Cambridgeshire and Isle of Ely</i>												
1. The King's School, Ely	201 8 to 243 13 —	425 10 to 514 10 540	8-18 + 13-18 +	33	311	—	—	71	16	239	—	—
2. The Leys School, Cambridge				—	363	—	—	147	—	301	—	—
<i>Huntingdon and Peterborough</i>												
3. Westwood House School, Peterborough, Northamptonshire	180	420	4-18 +	38	1	107	160	22G	—	—	4	54
<i>Norfolk</i>												
4. Gresham's School, Holt	321	558	8-18 +	26	412	—	—	140	17	366	—	—
5. Langley School, Norwich	165	480	12-18 +	—	188	—	—	33	—	116	—	—
<i>Suffolk (East)</i>												
6. Felixstowe College	—	450	10-18 +	—	—	1	309	72	—	—	1	309
7. Ipswich School	165 to 240	357 to 441	6-18 +	139	492	—	—	140	18	146	—	—
8. St. Felix School, Southwold	—	495	7-18 +	—	—	49	290	36	—	—	33	261

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
F. EAST ANGLIA REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in V/11th form	Number of boarders			
	Tuition	Tuition and boarding		Boys		Girls			Primary	Secondary	Boys	Girls
				£	s.	Primary	Secondary					
<i>Suffolk (West)</i>	£	s.	£	s.								
9. East Anglian School for Girls, Bury St. Edmunds	114 to 201	420	4-18+	17	—	50	227	35	—	10	177	
OTHER RECOGNISED EFFICIENT INDEPENDENT SCHOOLS												
<i>Cambridgeshire and Isle of Ely</i>												
10. King's College School, Cambridge	165	345	7-13	111	69	—	—	—	46	39	—	
11. St. Faith's Preparatory School, Cambridge	189	375	7-13	132	75	—	—	—	40	40	—	
12. St. John's College School, Cambridge	165	345	7-13	88	55	—	—	—	18	18	—	
13. St. Mary's Convent School, Cambridge	120 to 135	255 to 300	4-18+	5	—	152	407	92	—	4	63	
<i>Huntingdon and Peterborough</i>												
14. Priory College and High School, St. Martin's Without, Stamford, Lincolnshire	173 to 204	5 to 15	9-18+	6	112	1	26	12B 2G	3	32	10	

F. EAST ANGLIA REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders		
	Tuition	Tuition and boarding		Boys		Girls			Boys		Girls
				Primary	Secondary	Primary	Secondary		Primary	Secondary	
<i>Norfolk</i>	£ s.	£ s.									
15. All Hallows (Junior) School, Ditchingham, Bungay, Suffolk	96	240	6-10	—	—	44	—	—	—	21	—
16. All Hallows (Senior) School, Ditchingham, Bungay, Suffolk	135	330	11-17	—	—	—	93	5	—	—	70
17. Badingham College, Ketteringham, Wymondham	285	525	12-18+	—	79	—	—	14	—	79	—
18. Beeston Hall School, West Runton, Cromer	187 10	333	6-13	58	36	2	—	—	31	21	1
19. Bracondale School, Norwich	78 to 120 152 8	210 to 234 378	6-18+ 5-18+	36 24	180 96	—	—	—	8 11	30 60	—
20. Duncan Hall School, Scratby, Great Yarmouth	—	405 to 420 375	8-18+ 7-13	2 42	80 47	—	—	10	2 42	76 47	—
21. Eccles Hall School, Quidenham, Norwich	—	—	5-12	71	29	—	—	—	12	9	—
22. Glebe House School, Hunstanton											
23. Langley Junior School, Thorpe, Norwich	138	360									

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
F. EAST ANGLIA REGION (continued)

	Annual fees		Age range	Total number of pupils						No. in Vth form	Number of boarders					
	Tuition	Tuition and boarding		Boys		Girls		Primary	Secondary		Primary	Secondary	Boys	Girls		
				£ s.	£ s.	Primary	Secondary								Primary	Secondary
<i>Norfolk (continued)</i>																
24. Lonsdale School, Norwich	56 14 to 91 7	207 18 to 280 7	4-17	9	—	37	68	—	—	2	10	—	—	—		
25. Riddlesworth Hall Primary School, Diss	—	405	7-13	66	45	—	—	—	66	45	—	—	—	—		
26. Runtun Hill House, Cromer	230 14	420	11-17	—	—	—	123	23	—	—	118	—	—	—		
27. Sutherland House School, Cromer	94 10	346 10	3-17	10	—	53	158	17	—	6	63	—	—	—		
28. Taverham Hall School, Norwich	190	390	8-13	54	37	—	—	—	54	36	—	—	—	—		
29. Town Close House Preparatory School, Norwich	189	409 10	5-13	198	60	—	—	—	17	26	—	—	—	—		
<i>Suffolk (East)</i>																
30. Eversley School, Southwold	153	306	8-13	20	25	—	—	—	16	23	—	—	—	—		
31. Everton School, Ipswich	60 to 84	225	5-18+	41	116	—	—	—	2	23	—	—	—	—		
32. Orwell Park School, Ipswich	136	408	8-13	60	46	—	—	—	60	46	—	—	—	—		
33. St. Edmund's School, Kesgrave, Ipswich	162	303	7-13	53	35	—	—	—	37	32	—	—	—	—		
34. St. Felix School, Felixstowe	116 11	299 15	6-13	27	26	—	—	—	16	20	—	—	—	—		

F. EAST ANGLIA REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders			
				Boys		Girls			Boys		Girls	
	Tuition	Tuition and boarding		Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary	Secondary
<i>Suffolk (East) (continued)</i>	£ s.	£ s.	11-18+	—	407	—	—	65	—	223	—	—
35. St. Joseph's College, Ipswich	151 4	393 15										
36. St. Mary's Convent School, Lowestoft	66 to 122 17	299 5	4-18+	63	1	126	200	18G	—	—	11	66
<i>Suffolk (West)</i>												
37. Convent of the Assumption School, Hengrave, Bury St. Edmunds	172 10	345	10-18+	—	—	1	98	22	—	—	1	98
38. Grenville College, Stoke-by-Clare, Sudbury	105 to 270	255 to 315 420	4-17	27	44	33	74	—	6	29	12	53
39. Moreton Hall School, Bury St. Edmunds	—	315	7-13	62	37	—	—	—	62	37	—	—
40. Nowton Court School, Bury St. Edmunds	—	315	7-14	33	39	—	—	—	33	39	—	—
41. Old Buckingham Hall School, Brettenham, Ipswich	—	345	7-13	73	46	—	—	—	73	46	—	—
DIRECT GRANT GRAMMAR SCHOOLS												
<i>Cambridgeshire</i>												
42. (a) Perse School (Lower), Cambridge	155 5	328 5	7-11	127	14	—	—	—	15	1	—	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
F. EAST ANGLIA REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vth form	Number of boarders		
				Tuition and boarding		Boys			Girls		Boys	Girls
	Tuition	£ s.				Primary	Secondary		Primary	Secondary	
	£ s.	£ s.		10-18+	1	420	—		—	111	—	57	—
<i>Cambridgeshire (continued)</i> (b) Perse School (Upper), Cambridge	117	317	10-18+	1	420	—	—	111	—	57	—
	144	349 10	8-11	66	10	—	—	—	32	7	—
<i>Huntingdon and Peterborough</i> 43. (a) Kimbolton School (Lower) (b) Kimbolton School (Upper)	117	336	11-18+	—	416	—	—	111	—	269	—
<i>Norfolk</i> 44. (a) King Edward VI Grammar School (Lower), Norwich (b) King Edward VI Grammar School (Upper), Norwich	105	330	8-10	79	—	—	—	—	6	—	—
	111	336	10-18+	12	518	—	—	114	—	70	—
<i>Suffolk (East)</i> 45. (a) Framlingham College (Lower) (b) Framlingham College (Upper)	125	350	8-10	22	—	—	—	—	18	—	—
	125	350	9-18+	30	403	—	—	92	25	329	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES

F. EAST ANGLIA REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vth form	Number of boarders			
				Boys		Girls			Boys		Girls	
	Tuition	Tuition and boarding		Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary	Secondary
<i>Suffolk (East) (continued)</i>	£ s.	£ s.										
46. (a) Woodbridge School	132	324	8-11	67	6	—	—	—	32	4	—	—
(b) Woodbridge School (Upper)	114	333	11-18 +	—	332	—	—	62	—	140	—	—
<i>Suffolk (West)</i>												
47. (a) Culford School (Lower), Bury St. Edmunds	123	354	8-11	49	1	—	—	—	32	1	—	—
(b) Culford School (Upper), Bury St. Edmunds	126	357	9-18 +	17	378	—	—	69	12	241	—	—
MAINTAINED BOARDING SCHOOLS												
<i>Cambridgeshire and Isle of Ely</i>												
48. Soham Grammar School		220	10-18 +	1	385	—	—	70	—	14	—	—
<i>Huntingdon and Peterborough</i>												
49. King's School, Peterborough		132	10-18 +	2	455	—	—	90	—	71	—	—
<i>Norfolk</i>												
50. King Edward VII Grammar School, King's Lynn		160	10-18 +	2	569	—	—	135	—	54	—	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
F. EAST ANGLIA REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders			
	Tuition	Boarding		Boys		Girls			Primary	Secondary	Primary	Secondary
				£	s.	£	s.					
<i>Norfolk (continued)</i>												
51. Paston Grammar School, North Walsham		£ s.	10-18+	2	323	—	—	50	—	16	—	
52. Wymondham College		190	10-18+	—	385	—	317	105B 62G	—	385	317	
<i>Suffolk (East)</i>												
53. Bungay Grammar School		121	10-18+	1	179	—	156	36B 19G	—	28	—	
54. Framlingham Mills Grammar School		235	11-17	—	—	—	203	32	—	—	46	
Woolverstone Hall, Ipswich, see G.535 (London)		165										
<i>Suffolk (West)</i>												
55. King Edward VI Grammar School, Bury St. Edmunds		210	10-18+	2	434	—	—	93	—	51	—	

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders				
	Tuition	Tuition and boarding		Boys		Girls			Boys		Girls		
				£	s.	£	s.		Primary	Secondary	Primary	Secondary	
													Primary	Secondary	Primary	Secondary
PUBLIC SCHOOLS													
<i>Bedfordshire</i>													
1. Bedford High School	150 to 207	360 to 417	7-18+	—	—	143	425	88	—	—	26	115	
2. Bedford School	150 to 216	375 to 441	6-18+	156	783	—	—	246	27	347	—	—	
3. Hawnes School, Haynes Park, Bedford	173	420	9-18+	—	—	6	229	24	—	—	6	229	
<i>Berkshire</i>													
4. Beaumont College, Old Windsor	155	465	8-18+	49	123	—	—	46	49	123	—	—	
5. Bradfield College, Reading	—	576	13-18+	—	427	—	—	161	—	427	—	—	
6. Douai School, Woolhampton, Reading	210	420	13-18+	—	233	—	—	136	—	233	—	—	
7. Downe House School, Cold Ash, Newbury	—	525	11-18+	—	—	—	269	56	—	—	—	268	
8. Heathfield School, Ascot	—	615	10-17	—	—	3	163	21	—	—	3	163	
9. Leighton Park School, Reading	—	495	12-18+	—	307	—	—	63	—	282	—	—	

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders			
	Tuition	Tuition and boarding		Boys		Girls			Primary	Secondary	Boys	Girls
				Primary	Secondary	Primary	Secondary					
<i>Berkshire</i> (continued)	£	£ s.	13-18+	—	264	—	—	97	—	264	—	—
10. Nautical College, Pangbourne, Reading	249	489	11-18+	—	—	—	317	79	—	—	—	317
11. Queen Anne's School, Caversham, Reading	189	438	13-18+	—	457	—	—	246	—	457	—	—
12. Radley College, Abingdon	—	597	11-18+	—	282	—	—	20	—	278	—	—
13. Royal Merchant Navy School, Bear Wood, Wokingham	158	6 475										
14. St. Joseph's Convent School, Reading	145	10 325	4-18+	9	—	151	528	80	—	—	—	34
15. St. Mary's Convent School, Ascot	173	5 315	9-18+	—	—	32	198	57	—	—	26	191
16. St. Mary's School, Wantage	240	495	11-17	—	—	—	197	42	—	—	—	197
17. Wellington College, Crowthorne	171	543 to 564	13-18+	—	642	—	—	311	—	636	—	—
<i>Buckinghamshire</i>												
18. Eton College, Windsor, Berkshire	—	614	12-18+	—	1191	—	—	496	—	1191	—	—
19. Oakdene School, Beaconsfield	159	345	9-17	—	—	27	292	39	—	—	11	90
20. Pipers Corner School, Great Kingshill, High Wycombe	176	8 406	8-18+	—	—	28	147	16	—	—	9	76

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders			
	Tuition	Tuition and boarding		Boys		Girls			Primary	Secondary	Primary	Secondary
				Primary	Secondary	Primary	Secondary					
<i>Buckinghamshire (continued)</i>	£ s.	£ s.	13-18 + 11-18 +	— —	572 —	— —	— 412	243 113	— —	572 —	— 412	
<i>Essex</i>												
23. Chigwell School	162 to 195	351 to 408	8-18 +	38	358	—	—	112	15	122	—	
24. Felsted School, Dunmow	201 to 258	474 to 549	8-18 +	52	508	—	—	197	46	491	—	
25. Friends' School, Saffron Walden	252	450	10-18 +	—	164	1	198	31B 39G	—	116	125	
26. St. Monica's School, Clacton-on-Sea	220 10	444	4-18 +	2	—	18	218	46	—	—	168	
<i>Hampshire</i>												
27. Bedales School, Petersfield	123 day only 216 to 273	432 to 546	5-18 +	56	134	51	142	35B 35G	27	124	124	

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils						No. in Vth form	Number of boarders		
				Boys		Girls		Primary	Secondary		Primary	Secondary	Girls
	Tuition	Tuition and boarding	Primary	Secondary	Primary	Secondary	Primary			Secondary			
	£ s.	£ s.											
<i>Hampshire (continued)</i>													
28. Farnborough Hill Convent College	160	370	10-17	—	—	3	384	57	—	—	2	184	
29. Lord Wandsworth College, Long Sutton, Basingstoke	216	474	11-18+	—	283	—	—	84	—	282	—	—	
30. St. Swithun's School, Winchester	115 to 240	414 to 501	5-18+	—	—	63	295	52	—	—	10	220	
31. Wentworth Milton Mount School, Bournemouth	180	405	12-18+	—	—	—	238	32	—	—	—	162	
32. Winchester College	340	597	12-18+	—	511	—	—	339	—	511	—	—	
<i>Hertfordshire</i>													
33. Abbots Hill School, Hemel Hempstead	—	540	10-16	—	—	1	64	4	—	—	1	64	
34. Aldenham School, Elstree, Boreham Wood	246	522	12-18+	—	341	—	—	132	—	325	—	—	
35. Berkhamstead School	180 to 216	387 to 459	7-18+	130	586	—	—	178	30	197	—	—	
36. Berkhamstead School for Girls	90 to 180	399 to 414	5-18+	—	—	128	356	74	—	—	15	136	

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders			
				Boys		Girls			Boys		Girls	
	Tuition	Tuition and boarding		Primary	Secondary	Primary	Secondary		Primary	Secondary		
												£ s.
<i>Hertfordshire (continued)</i>												
37. Bishop's Stortford College	216	480	9-18 +	31	425	—	—	118	13	239	—	—
38. Christ's Hospital Girl's School, Hertford	—	according to means	10-18 +	—	—	3	279	46	—	—	3	279
39. Haileybury and Imperial Service College, Hertford	324	552	13-18 +	—	565	—	—	269	—	565	—	—
40. Merchant Taylors' School, Sandy Lodge, Northwood, Middlesex	300	460	11-18 +	—	612	—	—	262	—	54	—	—
41. Princess Helena College, Preston, Hitchin	—	420	10-18 +	—	—	1	117	27	—	—	1	117
42. Queenswood School, Hatfield	152 to 180	456 to 540	8-18 +	—	—	43	377	84	—	—	43	377
43. Royal Masonic School for Boys, Bushey, Watford	Nil	Nil	13-18 +	—	342	—	—	70	—	342	—	—
44. Royal Masonic School for Girls, Rickmansworth	Nil	Nil	11-18 +	—	—	—	363	55	—	—	—	363
<i>Isle of Wight</i>												
45. Upper Chine School, Shanklin	195	405	7-18 +	—	—	33	224	41	—	—	25	218

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils			No. in Vith form	Number of boarders				
	Tuition	Tuition and boarding		Boys	Girls	Boys		Girls				
£	s.	£	s.	Primary	Secondary	Primary	Secondary	Primary	Secondary			
<i>Kent</i>												
46. Ashford School	132 to 177	315 to 405	5-18+	1	—	163	537	98	—	—	36	313
47. Bedgebury Park School, Goudhurst, Cranbrook	—	—	11-17	—	—	—	145	8	—	—	—	145
48. Benenden School, Cranbrook	—	585	12-17	—	—	—	321	118	—	—	—	321
49. Dover College	228	510	13-18+	—	279	—	—	117	—	222	—	—
50. Kent College, Pembury, Tunbridge Wells	180	390	4-17	13	—	95	250	38	—	—	31	161
51. King's School, Canterbury	213 to 246	426 to 537	7-18+	86	720	—	—	355	53	626	—	—
52. King's School, Rochester	180 to 195	381 to 426	7-18+	110	352	—	—	88	16	105	—	—
53. Lillesden School, Hawkhurst	—	507 3	8-18+	—	—	5	144	22	—	—	5	140
54. St. Edmund's School, Canterbury	222 to 300	378 to 495	8-18+	38	270	—	—	95	21	228	—	—
55. St. Lawrence College, Ramsgate	240	465	10-18+	2	341	—	—	135	2	299	—	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders			
	Tuition	Tuition and boarding		Boys		Girls			Primary	Secondary	Primary	Secondary
				£ s.	£ s.	Primary	Secondary					
<i>Kent</i> (continued)	£ s.	£ s.										
56. St. Stephen's College, Broadstairs	157 10 (day)	450	6-17	—	—	25	114	7	—	—	7	65
57. Sevenoaks School	180	450	10-18+	3	691	—	—	239	1	187	—	—
58. Sutton Valence School, Maidstone	225	489	11-18+	—	341	—	—	101	—	261	—	—
59. Tonbridge School	294	459	12-18+	—	522	—	—	245	—	416	—	—
<i>London</i>												
60. Channing School, Highgate, N.6	90 to 231	456 18	4-17	—	—	116	218	44	—	—	—	17
61. Dulwich College, S.E.21	216	465	9-18+	69	1254	—	—	426	8	134	—	—
62. Farringtons Girls' School, Chislehurst, Kent	235	420	7-18+	—	—	82	211	33	—	—	26	150
63. Forest School, Walthamstow, E.17	198	414	11-18+	—	456	—	—	136	—	117	—	—
64. Harrow School, Middlesex	—	594	13-18+	—	666	—	—	323	—	666	—	—
65. Highgate School, N.6	201	405	8-18+	162	762	—	—	217	39	230	—	—
66. King's College School, Wimbledon, S.W.19	210 to 225	435	8-18+	136	759	—	—	256	—	35	—	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils			No. in Vith form	Number of boarders			
	Tuition	Tuition and boarding		Boys	Girls	Boys		Girls			
£	£ s.	£ s.	Primary	Secondary	Primary	Secondary	Primary	Secondary			
<i>London (continued)</i>											
67. Mill Hill School, N.W.7	261	510	12-18 +	—	396	—	—	171	—	345	—
68. (The) Mount School, Mill Hill, N.W.7	126 to 150	360	7-18 +	—	—	50	148	22	—	—	17
69. Northwood College, Middlesex	108 to 207	369 to 402	4-18 +	—	—	153	261	45	—	—	36
70. Queen's College, W.1	240	480	3-18 +	—	—	3	251	136	—	—	17
71. St. Helen's School for Girls, Northwood, Middlesex	117 (day) 195 to 252	420 to 477	4-18 +	—	—	180	381	84	—	—	138
72. St. Paul's School, West Kensington, W.14	255 to 304	471 to 492	8-18 +	172	800	—	—	294	14	106	—
73. Westminster School, S.W.1	363	588	13-18 +	—	446	—	—	255	—	285	—
<i>Oxfordshire</i>											
74. Bloxham School, Banbury	240	495	12-18 +	—	232	—	—	100	—	229	—
75. Carmel College, Mongewell, Wallingford, Berkshire	190	570	7-18 +	47	282	—	—	68	36	271	—

G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders			
				Boys		Girls			Boys		Girls	
	Tuition	Tuition and boarding		Primary		Secondary			Primary	Secondary	Primary	Secondary
				£ s.	£ s.	Boys	Girls						Boys	Girls
<i>Oxfordshire (continued)</i>												
76. Headington School, Oxford	78 to 229 10 210	426 to 459 480	4-18+	20	—	144	328	69	—	10	174	
77. Oratory School, Woodcote, Reading, Berkshire			13-18+	—	241	—	—	108	—	—	—	
78. St. Edward's School, Oxford	260	522	12-18+	—	499	—	—	225	—	—	—	
79. Tudor Hall School, Banbury	—	510	11-16	—	—	—	118	5	—	—	118	
<i>Surrey</i>												
80. Charterhouse School, Godalming	—	600	12-18+	—	630	—	—	285	—	—	—	
81. Claremont School, Esher	252 to 303 140	438 to 525 390	10-18+	—	—	8	188	46	—	4	91	
82. Convent of the Sacred Heart School, Woldingham, Caterham			10-18+	—	—	9	214	40	—	9	211	
83. Cranleigh School	270 to 321 308	420 to 543 555	7-18+	64	474	—	—	177	31	—	—	
84. Epsom College			13-18+	—	523	—	—	219	—	—	—	

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders			
	Tuition	Tuition and boarding		Boys		Girls			Primary	Secondary	Primary	Secondary
				£ s.	£ s.	Primary	Secondary					
<i>Surrey</i> (continued)	£ s.	£ s.										
85. Greenacre School, Banstead	159 (day)	372	4-18+	—	—	111	173	26	—	2	38	
86. The Grove School, Hindhead	135 to 180	375 to 420	6-18+	—	—	24	141	18	—	6	84	
87. Parsons Mead School, Ashtead	69 (morning)	360 to 405 460	4-17 11-17	—	—	118	213 155	26 17	—	3	41 143	
88. Prior's Field School, Godalming	155 to 165 195	365 to 410 393	11-18+	—	279	—	—	89	—	274	—	
89. Reed's School, Cobham	210	408	10-18+	—	—	1	250	56	—	1	193	
90. Royal School for the Daughters of Officers of the Royal Navy and Royal Marines, Haslemere	96 to 207	456	5-18+	—	—	121	299	68	—	—	138	
91. St. Catherine's School, Bramley, Guildford												

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders		
				Boys		Girls			Boys		Girls
	Tuition	Tuition and boarding		Primary	Secondary	Primary	Secondary		Primary	Secondary	
<i>Surrey (continued)</i>											
92. St. George's College, Weybridge	210	420	8-18+	100	510	—	—	131	—	235	—
93. St. John's School, Leatherhead	271	525	12-18+	—	329	—	—	153	—	269	—
94. St. Michael's School, Limpsfield, Oxted	207 to 237	392 to 432	8-18+	—	—	30	216	43	—	—	118
95. Tormead School, Guildford	182 14	381 3	5-18+	—	—	126	278	31	—	—	77
96. Welsh Girls' School, Ashford	204	366	9-18+	—	—	11	196	31	—	—	122
<i>Sussex (East)</i>											
97. Ancaster House School, Bexhill-on-Sea	125	375	10-17	—	—	3	220	31	—	—	220
98. Ardingly College, Haywards Heath	228 to 268	438 to 519	8-18+	43	390	—	—	119	43	390	—
99. Brighton College	336	540	12-18+	—	359	—	—	155	—	181	—
100. Charters Towers School, Bexhill-on-Sea	225	420	10-18+	—	—	5	206	30	—	—	206
101. Eastbourne College	291	540	12-18+	—	490	—	—	197	—	362	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vth form	Number of boarders			
	Tuition	Tuition and boarding		Boys		Girls			Primary	Secondary	Primary	Secondary
				£	s.	£	s.					
<i>Sussex (East) (continued)</i>		£	s.									
102. Hollington Park School, St. Leonards-on-Sea (Hastings)	192 to 223	10	409 to 472	10	—	10	147	16	—	10	147	
103. Hurstpierpoint College, Hassocks	—		405 to 522	79	368	—	—	126	52	341	—	
104. Micklefield School, Seaford	173	5	472 to 480	—	—	14	161	29	—	5	110	
105. Moira House School, Eastbourne	—			—	—	11	149	28	—	5	118	
106. P.N.E.U. School, Burgess Hill	14 to 174		399	—	—	81	116	14	—	3	64	
107. Roedean School, Brighton,	—		561 to 591	—	—	19	387	124	—	19	387	
108. St. Leonards-Mayfield School, Mayfield	141	15	330 to 393	—	—	46	308	73	—	46	302	
109. St. Mary's Hall School, Brighton, 7	201		402	—	—	32	239	33	—	7	106	
110. Wadhurst College	210		399	—	—	6	217	31	—	6	189	

G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vth form	Number of boarders		
	Tuition	Tuition and boarding		Boys		Girls			Boys	Girls	
				Primary	Secondary	Primary	Secondary				
											Primary	Secondary	Primary	Secondary
<i>Sussex (West)</i>	£ s.	£ s.									
1111. Christ's Hospital School, Horsham		according to means	11-18+	—	777	—	—	238	—	777	—
1112. Lancing College	246	525	12-18+	—	406	—	—	213	—	406	—
1113. St. Michael's School, Petworth	285	510	10-18+	—	—	2	247	50	—	—	247
OTHER INDEPENDENT RECOGNISED EFFICIENT SCHOOLS											
<i>Bedfordshire</i>											
114. Convent of the Holy Ghost School, Bedford	120	246	11-18+	—	—	—	312	33	—	—	6
115. The Knoll School, Woburn Sands, Bletchley, Buckinghamshire	180	420	7-13	34	21	—	—	—	34	21	—
116. Rushmoor School, Bedford	96 to 147	264 to 315	5-14	64	51	—	—	—	13	9	—
<i>Berkshire</i>											
117. Bigshotte School, Wokingham	—	360	7-13	32	32	—	—	—	32	32	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vth form	Number of boarders			
	Tuition	Tuition and boarding		Boys		Girls			Primary	Secondary	Boys	Girls
				Primary	Secondary	Primary	Secondary					
<i>Berkshire (continued)</i>	£ s.	£ s.										
1118. Brockhurst School, Newbury	—	330 to 390	6-13	38	22	—	—	—	28	18	—	
1119. Claires Court Preparatory School for Boys, Maidenhead	103 19 to 148 1	261 9 to 359 2	6-14	120	56	—	—	—	16	21	—	
120. Convent of the Nativity of Our Lord School, Maidenhead	94 10	330 15	4-18+	5	—	154	197	17	—	—	53	
121. Cothill House School, Frilford Heath, Abingdon	315	551 5	7-12	56	38	—	—	—	56	37	—	
122. Cranford House P.N.E.U. School, Moulsoford, Wallingford	47 5 to 217 7	368 4	3-17	25	—	86	145	15	60 weekly boarders			
123. Crookham Court School, Newbury	—	480	12-18+	—	85	—	—	6	—	85	—	
124. Eagle House School, Sandhurst, Camberley, Surrey	185	420	7-13	57	45	—	—	—	57	45	—	
125. Elstree School, Woolhampton, Reading	—	420	8-13	45	39	—	—	—	45	39	—	
126. Frilsham House School, Yattendon, Newbury	234 18	399 18	7-13	31	29	—	—	—	28	28	—	

G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in V1th form	Number of boarders				
	Tuition	Tuition and boarding		Boys		Girls	Boys		Girls				
				Primary	Secondary		Primary			Secondary	Primary	Secondary	
<i>Berkshire (continued)</i>	£ s.	£ s.											
127. Haileybury and Imperial Service College Junior School, Windsor	216	381	7-13	92	50	—	—	—	48	39	—	—	—
128. Heatherdown School, Ascot	—	450	7-12	54	27	—	—	—	54	27	—	—	—
129. Holme Grange School, Wokingham	120	300	6-13	64	44	—	—	—	21	27	—	—	—
130. Hurst Lodge School, Sunningdale, Ascot	94 10 to 204 15	441	5-16	—	—	90	96	10	—	—	13	54	54
131. Lambrook School, Bracknell	—	450	7-13	75	45	—	—	—	75	45	—	—	—
132. Luckley-Oakfield School, Wokingham	195	363	9-18+	—	—	21	147	11	—	—	4	66	66
133. Ludgrove School, Wokingham	225	450	7-13	64	51	—	—	—	62	51	—	—	—
134. Marist Convent School, Sunninghill, Ascot	85 1 to 110 5	213 10 to 274 10	5-18+	35	—	120	235	8	—	—	12	65	65
135. New Hall Preparatory School, Hungerford	180	330	7-13	—	—	57	63	—	—	—	42	62	62
136. Our Lady's Convent School, Abingdon	59 17 to 94 10	189 to 223 13	4-18+	79	—	74	175	19	31	—	18	51	51

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vth form	Number of boarders					
	Tuition	Tuition and boarding		Boys		Girls			Boys	Girls	Primary	Secondary	Primary	Secondary
				£ s.	£ s.	Primary	Secondary							
<i>Berkshire (continued)</i>														
137. Papplewick School, Ascot	233 5	425 5	7-13	101	42	—	—	—	68	42	—	—	—	—
138. Pinewood School, Bourton, Swindon, Wiltshire	189	405	7-12	46	34	—	—	—	38	32	—	—	—	—
139. Presentation College, Reading	107 2	283 10	8-18 +	25	364	—	—	50	8	62	—	—	—	—
140. Purton Stoke Preparatory School, Kintbury, Newbury	180	375	6-13	17	15	2	—	—	13	14	1	—	—	—
141. Reading Blue Coat School, Sonning	174	408	11-18 +	—	327	—	—	31	—	94	—	—	—	—
142. St. Andrew's School, Pangbourne, Reading	204 15	409 10	8-13	58	40	—	—	—	43	40	—	—	—	—
143. St. Cassian's Juniorate, Kintbury, Newbury	By arrangement		13-17	—	46	—	—	1	—	46	—	—	—	—
144. St. Finian's School, Cold Ash, Newbury	66 to 75	225 to 234	4-16	8	—	52	65	—	—	—	12	24	—	—
145. St. Gabriel's School, Sandford Priory, Newbury	81 to 156	276 to 375	2-18 +	6	—	111	142	8	—	—	18	73	—	—
146. St. George's School, Ascot	240	510	10-17	—	—	4	118	25	—	—	4	116	—	—
147. St. George's School, Windsor	240	390	7-13	40	39	—	—	—	27	30	—	—	—	—

G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in With form	Number of boarders				
	Tuition	Tuition and boarding		Boys		Girls			Boys		Girls		
				Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary	Secondary	
<i>Berkshire (continued)</i>	£ s.	£ s.											
148. St. Hugh's School, Farringdon	—	360	7-13	44	26	—	—	—	44	26	—	—	—
149. St. Piran's School, Maidenhead	—	390	7-13	68	51	—	—	—	45	41	—	—	—
150. Stubbington House School, Earleywood, Ascot	210	378	6-13	75	46	—	—	—	55	45	—	—	—
151. Sunningdale School, Ascot	—	409 10	8-13	42	39	—	—	—	42	39	—	—	—
<i>Buckinghamshire</i>													
152. Akeley Wood School	180	399	7-13	35	26	—	—	—	28	25	—	—	—
153. Ashfold School, Aylesbury	180	405	7-13	61	47	—	—	—	56	46	—	—	—
154. Beachborough School, Westbury, Brackley, Northamptonshire	187 10	375	7-13	49	36	1	—	—	48	34	—	—	—
155. Caldicott School, Farnham Royal, Slough	212 15	383 5	6-13	82	46	—	—	—	40	41	—	—	—
156. Convent of Jesus and Mary School, Thornton, Bletchley	94 10	283 10	8-17	—	—	20	131	10	—	—	19	120	—
157. Franciscan College, Buckingham	102	282	12-18+	—	120	—	—	30	—	97	—	—	—
158. Franciscan Preparatory School, Stony Stratford, Wolverton	102	270	7-14	43	62	—	—	—	34	52	—	—	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vth form	Number of boarders					
	Tuition	Tuition and boarding		Boys		Girls			Boys		Girls			
				Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary	Secondary		
	£ s.	£ s.												
<i>Buckinghamshire (continued)</i>														
159. Gayhurst School, Gerrards Cross	179 10	299 5	6-13	128	63	—	—	—	13	35	—	—	—	—
160. Godstowe Preparatory School, High Wycombe	132 to 231 300	465 525	4-13 11-16	13 —	— —	184 —	71 64	—	—	—	66 —	48 62	—	—
161. Hampden House School, Great Missenden	103 19	210 10	5-18 +	—	—	165	180	27	—	—	7	50	—	—
162. Holy Cross Convent School, Chalfont St. Peter, Gerrards Cross	113 8	409 10	4-12	13	—	96	14	—	—	—	34	7	—	—
163. Ladymede School, Little Kimble, Aylesbury	109 10 to 124 10	330	6-18 +	90	241	28	96	27B 10G	12	64	4	29	—	—
164. Licensed Victuallers' School, Slough	156	345	7-13	59	33	—	—	—	37	33	—	—	—	—
165. Little Hampden Manor School, Great Missenden	150 to 168	276 to 294	5-13	100	40	—	—	—	7	12	—	—	—	—
166. Long Close School, Upton, Slough	157 10	378	4-13	—	—	101	27	—	—	—	28	15	—	—
167. Maltman's Green School, Gerrards Cross														

G. SOUTH-EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in VIth form	Number of boarders		
				Boys		Girls			Boys		Girls
	Tuition	Tuition and boarding		Primary	Secondary	Primary	Secondary		Primary	Secondary	
											Primary	Secondary	Primary	Secondary
<i>Buckinghamshire</i> (continued)	£ s.	£ s.									
168. Swanbourne House School, Blechley	235	435	7-13	48	42	—	—	—	48	42	—
169. Thorpe House School, Gerrards Cross	189	346 10	5-13	117	89	—	—	—	4	26	—
<i>Essex</i>											
170. Alleyn Court Preparatory School, Westcliff-on-Sea	166 19	324 9	6-13	148	65	—	—	—	17	22	—
171. Convent of the Holy Sepulchre School, Chelmsford	225	390	12-18 +	—	—	—	134	44	—	—	134
172. Downham School, Hatfield Heath, Bishop's Stortford, Hertfordshire	—	510	11-15	—	52	—	—	—	—	52	—
173. Fedsden School, Harlow	99 to 150	360 to 390	3-17	80	8	58	36	—	4	—	21
174. Gosfield School, Halstead	90 to 102 6	270 to 307	6-18 +	21	80	—	—	—	16	68	—
175. Hawthorns School, Frinton-on-Sea	66 to 135	318 to 378	6-16	2	—	18	33	1	2	—	20

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in V1th form	Number of boarders			
	Tuition	Tuition and boarding		Boys		Girls			Primary	Secondary	Primary	Secondary
<i>Essex</i> (continued)	£ s.	£ s.										
176. Holmwood House School, Lexden, Colchester	150	300	7-13	49	22	—	—	—	9	11	—	—
177. Sandon House School, Chelmsford	120	360	10-18 +	1	115	—	—	—	1	115	—	—
178. Widford Lodge School, Chelmsford	176 5	319 10	6-13	77	36	—	—	—	19	19	—	—
<i>Hampshire</i>												
179. Boundary Oak School, Fareham	135 to 189	360	6-13	104	54	—	—	—	33	51	—	—
180. Cheam School, Headley, Newbury, Berkshire	225	450	8-13	41	34	—	—	—	41	34	—	—
181. Clare Park School, Crondall, Farnham, Surrey	122 17 to 189	378 to 425 5	4-16	1	—	50	121	—	—	—	13	70
182. Convent of the Cross School, Boscombe, Bournemouth	110 5	267 15	4-18 +	10	—	132	334	34	—	—	16	67
183. Convent of Our Lady of Providence School, Alton	31 10 to 42 10	94 10 to 105 10	4-18 +	56	1	101	235	18G	—	—	4	39

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vth form	Number of boarders			
	Tuition	Tuition and boarding		Boys		Girls			Primary	Secondary	Boys	Girls
				£ s.	£ s.	Primary	Secondary					
<i>Hampshire (continued)</i>												
184. Convent de la Sagesse School, Romsey	94 10 to 110 5	283 10 to 375	4-17	29	—	122	238	13	—	12	40	
185. Durlston Court School, Barton-on-Sea, New Milton	—	—	7-13	64	48	—	—	—	63	—	—	
186. Eastacre School, Winchester	112 10	240	4-8	91	—	—	—	—	31	—	—	
187. Edinburgh House School, New Milton	—	346 10	6-14	26	37	—	—	—	16	28	—	
188. Embley Park School, Romsey	195 15	456 15	12-18+	—	131	—	—	16	—	—	—	
189. Farleigh House School, Basingstoke	—	420	8-13	62	31	—	—	—	61	31	—	
190. Fernhill Manor School, New Milton	103 19 to 119 14 135	315 to 330 15 330	4-18+	5	—	75	164	20	—	13	67	
191. Flexford House, P.N.E.U. School, Highclere, Newbury, Berkshire	—	—	6-17	—	—	9	32	—	—	4	29	
192. Fritham House School, Lyndhurst	165	435	7-17	—	—	12	36	—	—	10	33	
193. Gorse Cliff School, Bournemouth	151 4	346 10	7-13	36	28	—	—	—	9	24	—	

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in VIth form	Number of boarders			
	Tuition	Tuition and boarding		Boys		Girls			Boys	Girls		
				Primary	Secondary	Primary	Secondary					
	£	s.	£	s.								
<i>Hampshire (continued)</i>												
194. Harcourt School, Weyhill, Andover	195		375		8-12	21	12	—	—	13	9	—
195. Highfield School, Liphook	—		472	10	7-13	77	49	—	—	77	49	—
196. Hordle House School, Milford-on-Sea, Lymington	140		420		6-13	48	41	—	—	48	41	—
197. Horris Hill School, Newtown, Newbury, Berkshire	—		450		8-13	82	64	—	—	82	64	—
198. Hurn Court School, Christchurch	271	4	466	4	11-17	—	190	—	—	—	190	—
199. Manor House School, Moyles Court, Ringwood	96 to 120		360		5-12	19	—	83	14	—	—	9
200. Marchwood Park Preparatory School, Southampton	135		366		5-13	33	35	—	—	13	26	—
201. Marsh Court Preparatory School for Boys, Stockbridge	—		420		7-13	41	31	—	—	41	31	—
202. New Place School, Shedfield, Southampton	111 to 210		366		4-13	35	23	1	—	21	20	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders				
	Tuition	Tuition and boarding		Boys		Girls			Boys		Girls		
				Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary	Secondary	
<i>Hampshire (continued)</i>	£ s.	£ s.											
203. Northaw School, West Tytherley, Salisbury, Wiltshire	—	450	4-13	49	41	8	—	—	39	41	—	—	—
204. Northcliffe School, Nursling, Southampton	210	402	5-13	58	34	—	—	—	29	30	—	—	—
205. North Foreland Lodge School, Sherfield-on-Loddon, Basingstoke	—	504	11-16	—	—	—	103	19	—	—	—	—	103
206. Oakland's Convent School, Portsmouth	78 15	—	4-18+	31	—	210	564	61	—	—	2	—	11
207. The Pilgrim's School, Winchester	217 10	435	7-13	81	67	—	—	—	40	48	—	—	—
208. Queensmount School, Bournemouth	165	375	6-18+	—	—	40	165	17	—	—	6	—	58
209. Redrice School, Andover	315	525	13-18+	—	188	—	—	33	—	179	—	—	—
210. Ridgeway Preparatory School, Lymington	157 10	362 5	5-12	2	—	70	19	—	—	—	31	—	13
211. Rookesbury Park School, Wickham, Fareham	148 1	396	4-12	17	—	153	45	—	—	—	42	—	26
212. Rookwood School, Andover	86 12 to 126	315	4-17	16	—	103	87	6	—	—	6	—	42

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils			No. in Vith form	Number of boarders			
	Tuition	Tuition and boarding		Boys	Girls	Primary		Secondary	Boys	Girls	
£	s.	£	s.	Primary	Secondary	Primary	Secondary	Primary	Secondary		
<i>Hampshire (continued)</i>											
213. St. Mary's Gate School, Southbourne, Bournemouth	94	10 to 132	299	6	—	24	123	22	—	8	84
214. St. Neot's School, Eversley, Basingstoke	132	6 204	384		46	—	—	—	20	27	—
215. St. Peter's School, Southbourne, Bournemouth	111	to 144	327 to 360	7-18+	72	521	—	97	22	193	—
216. Salesian College, Farnborough	105	to 120	300	8-18+	55	348	—	47	15	100	—
217. Sandie Manor School, Fordingbridge	—		390	7-13	48	29	—	—	47	29	—
218. Sherborne Hill School, Basingstoke	160	10	410	5-12	13	—	14	—	—	18	11
219. Stanbridge School, Romsey	—		600	13-18+	—	124	—	12	—	124	—
220. Stroud School, Romsey	122	17	333	5-13	91	50	—	—	25	17	—
221. Twyford School, Winchester	—		435	7-13	48	35	—	—	48	35	—
222. Walhampton School, Lymington	—		425	7-13	78	58	—	—	71	57	—
223. Westbury House School, West Meon, Petersfield	180		345	4-13	49	33	—	—	35	33	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders		
				Boys		Girls			Boys			Girls
	Tuition													Tuition and boarding
	£ s.	£ s.		Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary	Secondary
<i>Hampshire (continued)</i>											
224. West Downs School, Winchester	—	420	8-12	82	42	—	—	—	82	42	—
225. West Hill Park School, Titchfield, Fareham	187 10	375	7-13	72	45	—	—	—	42	42	—
226. Yateley Manor School, Camberley, Surrey	41 11 to 116 6	346 10	4-13	118	46	9	—	—	19	11	—
<i>Hertfordshire</i>											
227. Aldwickbury School, Harpenden	183 to 200 207	387 414 to 225 450	7-13	90	70	—	—	—	7	47	—
228. The Arts Educational School, Tring	to 225 154 7	to 267 15 to 280 7	7-16	—	—	11	238	—	—	—	216
229. Beaumont House School, Rickmansworth	166 19 to 201 231		6-13	30	25	—	—	—	9	6	—
230. Beechwood Park School, Markyate, St. Albans		411	4-13	174	73	—	—	—	48	46	—
231. Brondesbury-at-Stocks School, Aldbury, Tring	—	300 to 600	9-16	—	—	2	56	—	—	—	2 56

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils			No. in Vth form	Number of boarders			
	Tuition	Tuition and boarding		Boys	Girls	Boys		Girls			
									Primary	Secondary	Primary	Secondary
<i>Hertfordshire</i> (continued)	£ s.	£ s.									
232. Chantry Mount School, Bishop's Stortford	128 14	380	3-18+	27	24	156	21G	5	6	12	85
233. Edge Grove School, Aldenham, Watford	175	405	7-13	82	45	—	—	42	38	—	—
234. Gadebridge Westbrook Hay School, Hemel Hempstead	204	361 10	7-13	33	46	—	—	24	41	—	—
235. Hardenwick School, Sandridgebury, St. Albans	103 19 to 141 15	352 16	5-16	61	62	—	—	21	31	—	—
236. Heath Mount School, Hertford	—	441	8-13	47	40	—	—	47	40	—	—
237. Lockers Park School, Hemel Hempstead	—	393 15	8-13	48	42	—	—	48	42	—	—
238. Poles Convent of the Faithful Companions of Jesus School, Ware	—	315	12-18+	—	—	91	17	—	—	—	91
239. The Royal Masonic Junior School, Bushey, Watford	Nil	Nil	9-13	87	118	—	—	87	118	—	—
240. Royal Wanstead School, Sawbridgeworth	—	435	11-17	—	—	83	—	—	—	—	83
241. St. Christopher School, Letchworth	117 to 261	447 to 549	4-18+	59	156	117	24B 20G	16	108	23	82

G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in With form	Number of boarders			
				Boys		Girls			Boys		Girls	
	Tuition	Tuition and boarding		Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary	Secondary
<i>Hertfordshire</i> (continued)	£ s.	£ s.										
242. St. Edmund's College and St. Hugh's Preparatory School, Ware	150	360 to 390	8-18+	43	248	—	—	58	43	175	—	—
243. St. Francis' College, Letchworth	135	285	11-18+	—	—	—	530	63	—	—	—	168
244. St. Francis' Preparatory School, Letchworth	94 10	252	4-12	24	—	156	6	—	—	—	18	1
245. St. Margaret's School, Bushey, Watford	175	456	8-18+	—	—	30	293	37	—	—	23	277
246. St. Nicholas' School for Girls, Hemel Hempstead	54 (mornings only)											
	81 to 135	345	4-12	5	—	46	7	—	—	—	12	3
247. Sherrardswood School, Welwyn Garden City	93 to 204	381 to 438	3-18+	68	105	52	60	11B 7G	4	28	—	19
248. Stanborough School, Watford	53 11 to 107 2	115 11 to 272 2	4-18+	60	113	69	86	10B 4G	—	32	—	15
249. Wellbury Park School, Hitchin	—	425 5	7-13	34	19	—	—	—	34	19	—	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vth form	Number of boarders			
	Tuition	Tuition and boarding		Boys		Girls			Primary	Secondary	Primary	Secondary
				£	s.	£	s.					
<i>Isle of Wight</i>	£	£	7-18+	10	243	—	—	27	8	231	—	—
250. Bembridge House School	174 to 202	348 to 405										
<i>Kent</i>												
251. Ryde School	69 to 144	336 to 414	6-18+	60	132	—	—	12	2	45	—	—
252. Abbey Junior School, Assumption House, Ramsgate	78 15	315	5-13	67	23	1	—	—	47	23	—	—
253. Bethany School, Goudhurst, Cranbrook	225	435	10-18+	2	230	—	—	20	2	200	—	—
254. Betteshanger School, Deal	—	390	7-13	30	57	—	—	—	29	56	—	—
255. Brampton Down School, Folkestone	53 11 to 116 11	346 10	4-18+	3	—	55	163	—	—	—	10	102
256. Caldecott Community School, Mersham, Ashford	—	531	5-12	27	2	19	1	—	26	2	19	1
257. Canterbury House School, Westgate-on-Sea	90	240	7-13	24	23	—	—	—	8	11	—	—
258. Canterbury Cathedral Choir School	78 15	204 15	8-13	31	27	—	—	—	17	16	—	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in V1th form	Number of boarders		
	Tuition	Tuition and boarding		Boys	Girls	Boys	Girls		Primary	Secondary	Primary/Secondary
	£ s.	£ s.		Primary	Secondary	Primary	Secondary		Primary	Secondary	
<i>Kent</i> (continued)											
259. Cobham Hall School	240	555	10-18+	—	2	—	205	20	—	1	183
260. Convent of the Holy Child Jesus School, Sundridge, Sevenoaks	126	285	4-18+	5	111	—	173	23	—	10	100
261. Convent of the Nativity School, Sittingbourne	63 to 78	214 15	3-18+	39	2	—	178	19G	1	12	46
262. Convent of the Sacred Heart School, Tunbridge Wells	228	369	8-18+	—	40	—	250	48	—	14	173
263. Dover College Junior School	210	393	8-13	49	62	—	—	—	9	26	—
264. Dulwich College Preparatory School (Cranbrook Section), Cranbrook	69 6 (mornings only) 151 to 189	378	4-11	253	7	95	3	—	73	4	—
265. Freston Lodge School, Sevenoaks	164 to 204	290 to 330	4-13	79	26	—	—	—	24	20	—
266. Friars School, Great Chart, Ashford	160	330	6-13	83	47	—	—	—	39	28	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in V1th form	Number of boarders			
				Boys		Girls			Boys		Girls	
	Tuition	Tuition and boarding		Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	
	£	s.	£	s.								
<i>Kent</i> (continued)												
267. Grenham House School, Birchington	—	345	6-13	33	28	—	—	—	33	28	—	—
268. Hildersham House School, Broadstairs	—	420	7-13	34	32	—	—	—	34	31	—	—
269. The Hill School, Westerham	173	5	7-13	48	34	—	—	—	8	18	—	—
270. Holmewood House School, Langton Green, Tunbridge Wells	210	450	6-13	143	93	—	—	—	56	74	—	—
271. Incorporated Thames Nautical Training College—H.M.S. Worcester, Greenhithe	—	384	13-17	—	134	—	—	—	—	134	—	—
272. La Sainte Union des Sacres Coeurs School, Herne Bay	72 to 90	220	4-18 +	58	2	82	181	9G	—	—	1	10
273. Leelands School, Walmer, Deal	63 to 110	378	5-12	14	—	62	30	—	—	—	35	26
274. Les Oiseaux Convent School, Westgate-on-Sea	108	300	8-18 +	—	—	26	159	25	—	—	17	121
275. Linden Hall School, St. Peter's, Broadstairs	96	288	9-17	—	—	5	63	5	—	—	5	50

G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in V1th form	Number of boarders			
	Tuition	Tuition and boarding		Boys		Girls			Primary	Secondary	Boys	Girls
				£	s.	Primary	Secondary					
<i>Kent</i> (continued)												
276. Lympne Place Preparatory School, Hythe	210	345	6-12	41	14	—	—	—	28	11	—	—
277. Marlborough House School, Hawkhurst	—	405	7-13	59	39	—	—	—	58	39	—	—
278. New Beacon School, Sevenoaks	225	420	6-13	97	77	—	—	—	31	45	—	—
279. Rose Hill School, Tunbridge Wells	165	330	7-13	76	39	—	—	—	16	11	—	—
280. St. Augustine's Abbey School, Ramsgate	94 10	362 5	10-18 +	3	207	—	—	—	1	116	—	—
281. St. Ethelburga's Convent School, Deal	42 to 54	240	4-18 +	79	2	111	113	8G	—	—	5	35
282. St. George's School, Broadstairs	47 5	220 10	7-12	—	—	20	16	—	—	—	17	15
283. St. George's School, Tunbridge Wells	138 12 to 232 10	465 13	5-17	40	114	—	—	—	—	33	—	—
284. St. Lawrence College Junior School, Ramsgate	195	375	7-13	87	63	—	—	—	50	46	—	—
285. St. Margaret's School, Folkestone	150 to 180	450	4-18 +	8	—	55	133	22	—	—	11	70

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders						
	Tuition	Tuition and boarding		Boys		Girls			Primary	Secondary	Boys	Girls			
				Primary	Secondary	Primary	Secondary								
	£	s.	£	s.											
<i>Kent (continued)</i>															
286. St. Mary's Convent School, Folkestone	72 to 90	240 to 270 285	4-18+	10	—	100	252	38	—	—	8	51			
287. St. Michael's School, Sevenoaks	—	—	6-13	22	25	—	—	—	22	25	—	—			
288. St. Ninian School, Canterbury	111 to 132	210 to 255 444	5-13	51	19	—	—	—	6	6	—	—			
289. St. Peter's Court School, Broadstairs	—	—	7-13	36	29	—	—	—	36	29	—	—			
290. St. Ronan's School, Hawkhurst	—	450	8-13	48	43	—	—	—	48	43	—	—			
291. Selwyn House School, Broadstairs	—	420	8-13	49	38	—	—	—	49	38	—	—			
292. Sibton Park P.N.E.U. Preparatory School, Lyminge, Folkestone	139 10	438	6-13	1	—	51	32	—	—	—	37	31			
293. Stone House School, Broadstairs	—	450	6-13	52	34	—	—	—	52	34	—	—			
294. Tormore School, Upper Deal	—	330	8-13	45	42	—	—	—	45	42	—	—			
295. Ursuline Convent School, Westgate-on-Sea	96 to 108	282 to 300	4-18+	2	—	31	192	50	—	—	8	92			

G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vllth form	Number of boarders			
	Tuition	Tuition and boarding		Boys		Girls			Primary	Secondary	Primary	Secondary
				Primary	Secondary	Primary	Secondary					
<i>Kent (continued)</i>	£ s.	£ s.										
296. Wellesley House School, Broadstairs	—	510	7-13	68	50	—	—	—	68	50	—	
297. Wellington House School, Westgate-on-Sea	—	393 15	7-13	28	25	—	—	—	28	25	—	
298. Westbrook House School, Folkestone	81 to 141	322 10	5-14	117	88	—	—	—	16	42	—	
299. West Heath School, Sevenoaks	240	480	11-16	—	—	—	118	19	—	—	106	
300. Yardley Court Preparatory School, Tonbridge	144	285	7-13	89	71	—	—	—	36	34	—	
<i>London</i>												
301. Baston School, Hayes, Bromley, Kent	110 5 to 189	362 5	4-18 +	—	—	130	238	32	—	—	16	
302. Belmont, Mill Hill Junior School, N.W.7.	201	402	7-14	103	82	—	—	—	56	49	—	
303. Bickley Park School, Bromley, Kent	153 to 198	333	5-13	122	46	—	—	—	2	22	—	
304. Carn Brea School, Bromley, Kent	180	360	8-13	93	49	—	—	—	20	24	—	

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils			No. in V1th form	Number of boarders			
	Tuition	Tuition and boarding		Boys	Girls	Boys		Girls			
£	s.	£	s.	Primary	Secondary	Primary	Secondary	Primary	Secondary		
<i>London (continued)</i>											
305. Convent of the Handmaids of the Sacred Heart of Jesus School, Beckenham, Kent	88	4 to 116	270 to 285	4-18 +	—	90	168	8	—	14	32
306. Convent of the Sacred Heart of Mary School, Hillingdon, Uxbridge, Middlesex	114	6	323 8	5-18 +	—	—	170	32	—	4	100
307. Dulwich College Preparatory School (London Section), S.E.21	189		390	3-13	509	149	26	—	4	47	—
308. Fidelis Convent Junior School, Upper Norwood, S.E.19	96		315	4-12	39	—	156	8	—	15	2
309. Fidelis Convent School, Upper Norwood, S.E.19	135		390	11-18 +	—	—	277	43	—	—	46
310. The Hall School, Hampstead, N.W.3	210		300	5-13	234	86	—	—	2	24	—
311. Ibstock Place School, Roehampton, S.W.15	111 to 183		384 to 402	4-14	88	27	77	27	18	11	16
312. John Fisher School, Purley, Surrey	108 to 210		315 to 390	7-18 +	160	528	—	—	7	35	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES

G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in V1th form	Number of boarders			
	Tuition	Tuition and boarding		Boys		Girls			Primary	Secondary	Boys	Girls
				£ s.	£ s.	Primary	Secondary					
<i>London (continued)</i>												
313. Oakfield School, West Dulwich, S.E.21	78 15 to 103 19	255 3 to 280 7	2-11	113	5	94	2	—	8	—	4	—
314. Orley Farm School, Harrow	167	378	7-13	82	51	—	—	—	33	37	—	—
315. Queen's Gate School, South Kensington, S.W.7	120	525 to 570	4-17	—	—	117	180	68	—	—	—	47
316. Royal Ballet School, Richmond upon Thames, Surrey	240	480	10-16	4	27	10	102	—	3	23	8	61
317. Royal Pinner School, Hatch End, Pinner, Middlesex	*Nil	*Nil	4-17	21	57	11	32	3B 1G	18	52	10	31
318. Royal Russell School, Addington, Croydon, Surrey	120 to 150	425 to 475	4-18+	90	176	39	106	14B 11G	67	151	32	98
319. Royal Wanstead School, E.11	—	435	5-18+	66	275	29	5	7B	66	275	29	5
320. St. Aubyn's School, Woodford Green, Essex	123 to 135	270	4-13	175	37	—	—	—	22	8	—	—

*Board of Management empowered to ask for contributions in certain circumstances.

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vth form	Number of boarders						
	Tuition	Tuition and boarding		Boys		Girls			Boys			Girls			
				Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary	Secondary			
<i>London (continued)</i>	£	s.	£	s.											
321. St. Augustine's Priory School, Ealing, W.5	63 to 95 165	185 5 to 200 5 405	4-18+	14	—	104	146	15	—	2	13				
322. St. Joseph's College, Upper Norwood, S.E.19	63	189	7-18+	92	592	—	—	128	33	—	—				
323. St. Martha's Convent Junior School, Barnet	63	189	4-11	49	—	146	6	—	—	28	2				
324. St. Martha's Convent School, Barnet	110 5	283 10	11-18+	—	—	—	165	20	—	—	39				
325. St. Martin's School, Northwood, Middlesex	179 11	362 5	7-13	161	75	—	—	—	17	24	—				
326. St. Mary's Abbey Girls' School, Mill Hill, N.W.7	103 19	252	11-18+	—	—	—	135	8	—	—	55				
327. St. Paul's Cathedral Choir School, E.C.4	Nil	Nil	8-13	20	18	—	—	—	20	18	—				
328. St. Philomena's School, Carshalton, Surrey	87 to 120 150	252 to 285 261	4-18+	—	—	194	472	90	—	18	81				
329. Shrewsbury House School, Surbiton, Surrey	131 12 to 152 5	379 10	7-13	82	50	—	—	—	5	17	—				
330. Southlands School, Harrow, Middlesex			7-17	—	—	18	63	—	—	1	17				

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in VIth form	Number of boarders			
	Tuition	Tuition and boarding		Boys		Girls			Boys	Girls		
				Primary	Secondary	Primary	Secondary					
<i>London (continued)</i>	£	s.	£	s.								
331. Vanbrugh Castle School, Blackheath, S.E. 3.	168	381	7-13	32	27	—	—	—	32	27	—	—
332. Virgo Fidelis Convent, Croydon	135	390	11-18+	—	—	—	277	43	—	—	—	46
333. Virgo Fidelis Junior School, S.E.19	96	315	4-11	39	—	156	8	—	—	—	15	2
334. Westminster Abbey Choir School, S.W.1	—	122	8-13	18	18	—	—	—	18	18	—	—
335. Westminster Cathedral Choir School, S.W.1	—	150	8-12	24	20	—	—	—	24	20	—	—
<i>Oxfordshire</i>												
336. Audley House School, Chesterton, Bicester	150	267 to 321	6-13	45	40	10	3	—	24	34	2	1
337. Christ Church Cathedral School, Oxford	190	378	7-13	56	26	—	—	—	24	18	—	—
338. Cokethorpe School, Witney	270	540	12-18+	—	110	—	—	24	—	106	—	—
339. Dragon School, Oxford	150 to 225	450	6-13	301	184	13	1	—	139	112	—	—
340. Kingham Hill School, Kingham, Oxford	—	195	11-18+	—	210	—	—	25	—	210	—	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils			No. in VIth form	Number of boarders		
	Tuition	Tuition and boarding		Boys	Girls	Boys		Girls		
				Primary	Secondary				Primary	Secondary
<i>Oxfordshire (continued)</i>	£ s.	£ s.								
341. New College School, Oxford	180 to 195	105 to 135 (for choristers only)	6-13	86	41	—	—	6	12	—
342. Rye St. Antony School, Oxford	165	375	8-18+	—	—	25	15	—	—	15
343. St. Mary's Preparatory School, Great Oaks, Goring Heath, Reading, Berkshire	—	435	8-12	—	—	53	—	—	—	53
344. Salesian College, Cowley, Oxford	105	300	10-18+	3	326	—	53	—	116	—
345. Shiplake College, Henley-on-Thames	330	573	14-18+	—	192	—	26	—	184	—
346. Sibford Ferris Friends' School, Banbury	222	459	11-18+	—	148	—	18 10G	—	120	—
347. Summer Fields School, Oxford	—	540	7-13	104	66	—	—	104	66	—
348. Wychwood School, Oxford	159	318	10-18+	—	—	2	21	—	—	2

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vth form	Number of boarders		
	Tuition	Tuition and boarding		Boys		Girls			Boys	Girls	Primary/Secondary
				Primary/Secondary	Secondary	Primary/Secondary	Secondary				
<i>Surrey</i>	£ s.	£ s.									
349. Aberdour Preparatory School, Banstead	144	270	6-13	133	63	—	—	—	13	13	—
350. Aldro School, Shackleford, Godalming	204 15	393 15	7-13	47	42	—	—	—	34	41	—
351. Allen House School, Woking	198 9	396 18	7-13	80	46	—	—	—	27	36	—
352. Amesbury School, Hindhead	—	441	7-13	47	32	—	—	—	39	31	—
353. Barfield School, Runfold, Farnham	173 5	315	6-13	69	35	2	—	—	2	5	—
354. Belmont School, Holmbury St. Mary, Dorking	—	394	6-14	42	48	—	—	—	32	39	—
355. Box Hill School, Mickleham, Dorking	240 to 285	414 to 456	9-17	10	82	3	42	6B 7G	5	57	1
356. Branksome-Hilders School, Haslemere	—	425 5	6-13	40	29	—	—	—	40	29	—
357. Burys Court School, Leigh, Reigate	312	335	7-13	58	32	—	—	—	32	28	—
358. Bush Davies School, East Grinstead, Sussex	159 to 360	330 to 360	9-18+	—	—	12	135	—	—	—	8
359. City of London Freemen's School, Ashtead	132 to 165	282 to 315	9-18+	46	227	30	118	35B 16G	3	49	5
											28

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vth form	Number of boarders		
	Tuition	Tuition and boarding		Boys	Girls	Boys	Girls				
									Primary	Secondary	Primary	Secondary
<i>Surrey (continued)</i>	£ s.	£ s.									
360. Convent of the Ladies of Mary School, Merrow, Guildford	120 5	276	11-18 +	—	—	—	369	93	—	—	52
361. Convent of Notre Dame School, Cobham	110 5 to 141 15	315 to 441	4-18 +	20	95	143		26	—	18	48
362. Copthorne School, Crawley, Sussex	—	411	7-13	53	—	—	—	—	43	49	—
363. Dane Court School, Pyrford, Woking	159	339	6-13	92	—	—	—	—	9	16	—
364. Danes Hill School, Oxshott	157 10	315	8-13	46	—	—	—	—	16	24	—
365. Desmoor School, Ewhurst, Cranleigh	186	375	7-13	34	—	—	—	—	24	24	—
366. Downsend School, Leatherhead	150 to 165	330	7-13	144	—	—	—	—	13	13	—
367. Dunottar School, Reigate	113 8 to 154 7	362 5 to 378	7-17	—	52	218		36	—	1	44
368. Edgeborough School, Frensham, Farnham	—	405	8-13	45	—	—	—	—	45	35	—
369. Elmhurst Ballet School, Camberley	171	364 10	8-17	—	32	141		—	—	19	117

G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in V1th form	Number of boarders				
	Tuition	Tuition and boarding		Boys		Girls			Boys	Girls			
				Primary	Secondary	Primary	Secondary				Primary	Secondary	
	£ s.	£ s.											
<i>Surrey (continued)</i>													
370. Fan Court School, Long Cross, Chertsey	140	300 to 429	7-13	34	38	—	—	—	28	35	—	—	—
371. Feltonfleet School, Cobham	—	405	7-13	50	31	—	—	—	50	31	—	—	—
372. Frensham Heights School, Rowledge, Farnham	295 10	591	10-18 +	1	123	5	100	14B 22G	1	84	4	79	79
373. Hawthorns School, Bletchingley	173 5	378	7-13	87	52	—	—	—	24	22	—	—	—
374. Hazelwood School, Limpsfield, Oxted	204 15	378	5-13	134	40	—	—	—	28	36	—	—	—
375. King Edward's School, Witley, Godalming	—	330	10-18 +	5	226	3	203	41B 30G	5	223	3	201	201
376. Kingsley School, Horley	48 to 96	273 to 300	4-17	13	—	68	113	4	—	—	11	38	38
377. Kingswood House School, Epsom	205 10	346 10	7-13	110	60	—	—	—	4	9	—	—	—
378. Manor House School, Little Bookham	123 to 174	333 to 384	7-16	—	—	32	118	—	—	—	7	47	47
379. Manor House School, Limpsfield, Oxted	225	405	9-18 +	—	—	7	107	17	—	—	2	59	59

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vth form	Number of boarders			
	Tuition	Tuition and boarding		Boys		Girls			Primary	Secondary	Primary	Secondary
				Boys	Girls	Boys	Girls					
£	s.	£	s.									
<i>Surrey</i> (continued)												
380. Melbreck School, Tilford, Farnham	126	283 10	4-10	28	—	1	—	—	23	—	1	—
381. More House School, Frensham, Farnham	—	390	11-18 +	—	78	—	—	—	—	78	—	—
382. Notre Dame Convent School, Lingfield	63 to 94 10	236 5	4-18 +	67	2	166	343	22G	—	—	7	65
383. Oak Hall School, Haslemere	236 5	472 10	9-17	—	—	5	95	5	—	—	4	95
384. Parkside School, East Horsley, Leatherhead	120 to 144	285	4-13	114	58	5	—	—	27	24	—	—
385. Pierrepont School, Frensham, Farnham	198	430 to 440	11-18 +	—	170	—	—	32	—	142	—	—
386. Ripley Court School, Woking	173 5	378	6-13	80	39	—	—	—	13	25	—	—
387. Royal Masonic Junior School for Girls, Weybridge	Nil	Nil	7-11	—	—	84	7	—	—	—	84	7
388. St. Andrew's School, Woking	171 to 195	315	7-13	68	30	—	—	—	13	19	—	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vth form	Number of boarders			
	Tuition	Tuition and boarding		Boys		Girls			Primary	Secondary	Boys	Girls
				Primary	Secondary	Primary	Secondary					
<i>Surrey (continued)</i>	£ s.	£ s.										
389. St. Edmund's School, Hindhead	—	435	7-13	82	73	—	—	—	61	72	—	
390. St. George's College Preparatory School, Witley, Godalming	110 to 225	330	8-12	55	46	—	—	—	53	42	—	
391. St. Hilary's School, Godalming	54 to 150	330	3-12	60	—	184	20	—	—	—	9	
392. St. Joseph's Convent School, East Molesey	63 to 94	245 14 10	3-18 +	20	—	115	123	6	—	—	18	
393. St. Joseph's Convent School, Redhill	81 to 100	195 6 18 to 100 16 75	4-17	23	—	66	98	—	—	—	25	
394. St. Joseph's Priory School, Dorking	75	211 10 249 9	4-17	59	—	135	76	—	—	—	29	
395. St. Martin's School, Walton-on-Thames	97 13 to 135 9	239 8	4-13	150	55	—	—	—	1	8	—	
396. St. Mary's Hill School, Woking	91 7 to 161 5	318 3 to 382 7	4-17	—	—	27	34	—	—	—	22	

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vllth form	Number of boarders			
	Tuition	Tuition and boarding		Boys		Girls			Primary	Secondary	Primary	Secondary
<i>Surrey (continued)</i>	£ s.	£ s.										
397. St. Mary's Convent School, Weybridge	85 1 to 126	315	4-18 +	29	—	227	304	38	—	—	10	71
398. St. Teresa's Convent School, Dorking	110 5	283 10	2-18 +	50	—	213	342	14	—	—	26	134
399. Scailcliffe School, Englefield Green, Egham	—	420	8-12	48	26	—	—	—	42	22	—	—
400. Stanway School, Dorking	138	330	5-12	2	—	77	9	—	—	—	12	5
401. Streete Court Preparatory School, Ouborough, Godstone	192 3	409 10	7-13	72	26	—	—	—	33	26	—	—
402. Woodcote House School, Windlesham	—	390	8-13	55	39	—	—	—	55	39	—	—
403. Woolpit School, Ewhurst, Cranleigh	130	390	8-13	50	44	—	—	—	50	44	—	—
<i>Sussex (East)</i>												
404. The Abbey School, Ashurst Wood, East Grinstead	180	424 10	5-13	77	49	—	—	—	37	30	—	—
405. Ancaster Gate School, Bexhill-on-Sea	135	405	7-12	1	—	31	34	—	1	—	22	32
406. Ashdown House School, Forest Row	—	420	7-13	53	45	—	—	—	53	45	—	—

G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders				
	Tuition	Tuition and boarding		Boys		Girls			Boys		Girls		
				£	s.	Primary	Secondary		Primary	Secondary	Primary	Secondary	
													£
<i>Sussex (East) (continued)</i>													
407. Battle Abbey School	—	465	10-16	—	—	1	133	2	—	—	—	1	133
408. Belmont School, Hassocks	—	420	7-13	38	36	—	—	—	38	36	—	—	—
409. Beresford House School, Eastbourne	180	405	8-17	—	—	29	163	29	—	—	—	9	77
410. Boarzell School, Hurst Green, Etchingham	180	360	7-13	38	35	—	—	—	34	35	—	—	—
411. Brambletye Preparatory School, East Grinstead	—	377 5	7-13	67	49	—	—	—	67	49	—	—	—
412. Brighton College Junior School	225 to 243	375 to 402 551 5	7-13 8-13	89 20	84 45	—	—	—	16 20	32 45	—	—	—
413. Broomham School, Guestling, Hastings	—	378	6-12	—	—	56	27	—	—	—	—	45	27
414. Buckswood Grange School, Uckfield	157 10	378	6-12	—	—	—	—	—	—	—	—	—	—
415. Chelmsford Hall Preparatory School, Eastbourne	105 to 165	360	4-13	80	36	5	—	—	26	36	—	—	—
416. Claremont School, Baldslow, St. Leonards-on-Sea	136 10	409 10	7-14	33	33	—	—	—	27	32	—	—	—
417. Convent of the Blessed Sacrament School, Brighton	120	315	5-17	—	—	87	165	8	—	—	—	20	49

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders				
	Tuition	Tuition and boarding		Boys		Girls			Boys		Girls		
				Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary	Secondary	
<i>Sussex (East) (continued)</i>	£ s.	£ s.											
418. Convent of Our Lady School, St. Leonards-on-Sea	78 15 to 110 5	283 10 to 299 5	5-18 +	11	—	83	193	26	—	20	63		
419. Cumnor House School, Dane Hill, Haywards Heath	—	362 5	7-13	43	37	—	—	—	42	37	—		
420. Eastbourne College Preparatory School	200	420	4-13	113	107	—	—	—	53	61	—		
421. Effingham House School, Little Common, Bexhill-on-Sea	—	400 10	11-17	—	—	—	74	6	—	—	73		
422. Falconbury School, Little Common, Bexhill-on-Sea	—	409 10	8-13	17	31	—	—	—	17	31	—		
423. Fonthill School, East Grinstead	189	390	7-13	36	29	—	—	—	16	25	—		
424. Glangorse School, Battle	—	450	8-13	31	28	—	—	—	31	28	—		
425. Great Walstead School, Lindfield, Haywards Heath	135 to 180 175	300	6-13	93	62	—	—	—	52	60	—		
426. Harewood Preparatory School, Bexhill-on-Sea	—	362 5	6-13	25	25	—	—	—	6	10	—		
427. Hollingbury Court Boys' Preparatory School, Warringling, Haywards Heath	—	362 5	5-13	47	38	—	—	—	36	37	—		

G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vth form	Number of boarders			
	Tuition	Tuition and boarding		Boys		Girls			Boys	Girls		
				Primary	Secondary	Primary	Secondary					
											Primary	Secondary	Primary	Secondary
<i>Sussex (East) (continued)</i>	£ s.	£ s.										
428. Hurst Court School, Ore, Hastings	—	439 16	7-13	29	33	—	—	—	29	33	—	—
429. Hydneve House School, Baldslow, St. Leonards-on-Sea	150	390	4-13	35	27	—	—	—	19	24	—	—
430. King's Mead Preparatory School, Seaford	—	459 18	7-13	31	40	—	—	—	31	40	—	—
431. Ladycross Preparatory School, Seaford	—	414	6-13	87	52	—	—	—	87	52	—	—
432. Lourdes Convent School, Brighton, 6	78 15 to 94 10	236 5 to 252	4-18+	15	—	128	211	28	—	—	3	24
433. Mayfield College	150	360	10-18+	4	186	—	—	21	4	156	—	—
434. Michael Hall School, Forest Row	45 to 189	417 to 477	3-18+	97	163	66	96	26B 32G	9	39	6	29
435. Mowden School, Hove, 4	180	375	7-14	38	46	—	—	—	19	45	—	—
436. Newlands School, Seaford	138 12	415 16	7-13	42	48	—	—	—	33	46	—	—
437. Normansal School, Seaford	150	348	7-14	38	51	—	—	—	32	46	—	—
438. Prestonville School, Brighton, 1	210	363	3-13	55	35	—	—	—	13	13	—	—
439. St. Andrew's School, Eastbourne	231	426	7-13	53	45	—	—	—	39	41	—	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils						No. in Vth form	Number of boarders	
				Boys		Girls		Boys	Girls			
	Tuition	Tuition and boarding									Primary	Secondary
	£ s.	£ s.	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary		
Sussex (East) (continued)												
440. St. Aubyn's School, Brighton, 7	—	481 19	7-13	55	45	—	—	—	55	45	—	
441. St. Bede's School, Eastbourne	—	420	4-14	55	34	7	—	—	22	33	—	
442. St. Francis' School for Girls, Bexhill-on-Sea	49 17 to 102 7	283 10	3-18+	6	—	32	58	10	—	—	23	
443. St. Mary's School, Baldslow, St. Leonards-on-Sea	90 to 135 240	285 to 330 450	3-18+	—	—	67	208	27	—	—	107	
444. St. Michael's Convent Girls' Boarding School, New Town, Uckfield	—	472 10 435	11-17	—	—	—	52	—	—	—	52	
445. St. Peter's School, Seaford	—	472 10 435	8-13 7-13	49 55	50 40	—	—	—	48 45	50 40	—	
446. St. Wilfrid's School, Seaford	120 to 150	345 to 375 450	4-18+	1	—	118	326	46	—	—	172	
447. School of St. Agnes and St. Michael, East Grinstead	—	450	8-13	35	33	—	—	—	30	33	—	
448. Seafield School, Collington, Bexhill-on-Sea	—	555	10-18+	—	—	1	67	24	—	—	67	
449. Southover Manor School, Lewes												

G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders				
	Tuition	Tuition and boarding		Boys		Girls			Boys		Girls		
				Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary	Secondary	
<i>Sussex (East) (continued)</i>	£ s.	£ s.											
450. Stoke House and Brunswick School, Ashurst Wood, East Grinstead	147	441	7-13	38	44	—	—	—	27	43	—	—	—
451. Temple Grove School, Uckfield	—	409 10	7-13	49	32	—	—	—	49	32	—	—	—
452. Vinehall School, Robertsbridge	—	375	6-13	57	37	—	—	—	55	37	—	—	—
453. Westerleigh School, St. Leonards-on-Sea	135	310	5-13	52	50	3	—	—	17	32	—	—	—
454. Whittingehame College, Handcross, Haywards Heath	—	465 to 525	6-18+	15	105	—	—	28	15	105	—	—	—
455. Wick and Parkfield School, Haywards Heath	223 10	403 10	7-13	54	32	—	—	—	41	31	—	—	—
456. Worth School, Crawley	160 to 176	480 to 528	9-18+	27	317	—	—	81	24	313	—	—	—
<i>Sussex (West)</i>													
457. Avisford School, Arundel	147	441	5-13	45	42	5	—	—	42	41	—	—	—
458. Convent of the Blessed Sacrament School, Beeding, Steyning	103 19 to 119 14	308 14 to 321 6	4-18+	2	—	43	99	3	—	—	11	41	41

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES

G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in V/1th form	Number of boarders			
	Tuition	Tuition and boarding		Boys		Girls			Primary	Secondary	Primary	Secondary
				Boys	Girls	Boys	Girls					
<i>Sussex (West) (continued)</i>	£ s.	£ s.										
459. Convent of the Holy Family School, Littlehampton	78 to 96	213 to 246	4-18+	—	—	77	250	36	—	16	109	
460. Cottesmore School, Crawley	—	432	8-13	46	43	—	—	—	46	—	—	
461. Dorset House School, Bury Manor, Pulborough	204 15	378	7-13	33	27	—	—	—	28	27	—	
462. Farlington School, Horsham	165	405	9-17	—	—	17	160	16	—	5	86	
463. Fernden School, Haslemere, Surrey	210	410	6-13	58	53	—	—	—	58	—	—	
464. The Gateway School, Felpham, Bognor Regis	48 16 Nursery 67 14 to 77 3 180	118 2 to 140 4 375	4-11 7-13	36	—	69	8	—	2	1	—	
465. Great Ballard School, Eartham, Chichester	141 15 to 204 15 173 5	378 to 409 10 370	4-18+	2	—	46	85	—	—	—	—	
466. Lavant House School, Chichester			5-14	57	39	5	1	—	27	15	51	
467. Little Abbey School, Langley Court, Liss, Petersfield, Hampshire										1	1	

G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils						No. in VIth form	Number of boarders		
				Tuition and boarding		Boys		Girls			Boys		Girls
	Tuition	£ s.				Primary	Secondary	Primary	Secondary				
	£ s.	£ s.											
Sussex (West) (continued)													
468. Manor House School, Horsham	—	362 5	7-13	54	38	—	—	—	54	38	—	—	—
469. Newells Preparatory School, Lower Beeding, Horsham	—	425	8-13	37	40	—	—	—	37	40	—	—	—
470. Oakwood Preparatory School, Chichester	150	285	6-13	92	52	—	—	—	40	40	—	—	—
471. Pennthorpe School, Rudgewick, Horsham	220 10	346 10	5-13	63	32	—	—	—	32	32	—	—	—
472. Prebendal School, Chichester	165	333	8-13	59	39	—	—	—	27	29	—	—	—
473. Rosemead School, Littlehampton	—	450	11-18+	—	—	—	210	57	—	—	—	210	—
474. Seaford College, Petworth	—	488 5	12-18+	—	358	—	—	122	—	358	—	—	—
475. Shoreham Grammar School, Worthing	165	363	8-18+	8	172	—	—	11	2	62	—	—	—
476. Sompington Abbots School, Lancing	165	330	5-13	43	17	—	—	—	14	12	—	—	—
477. Springfield Park School, Horsham	97 to 144	378	5-17	—	—	113	69	—	—	—	11	21	—
478. Summerlea Preparatory School, Littlehampton	84	346 10	4-12	12	—	43	6	—	—	—	14	5	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders		
	Tuition	Tuition and boarding		Boys		Girls			Boys		Girls
				Primary	Secondary	Primary	Secondary		Primary	Secondary	
<i>Sussex (West) (continued)</i>	£ s.	£ s.									
479. Tortington Park School, Arundel	—	488 5	9-18+	—	—	10	187	35	—	10	187
480. Westbourne House School, Chichester	—	405	7-13	55	33	1	1	—	55	33	1
481. West Preston Manor School, Rustington, Littlehampton	48 to 99	283 10	3-17	1	—	34	69	—	—	11	31
482. Windlesham House School, Washington, Pulborough	—	420	6-13	101	62	4	1	—	101	62	—
483. Windrush School, Littlehampton	90 to 120	265 to 330	4-17	10	—	13	35	—	—	8	31
484. Wispers School, West Dean, Chichester	—	480	10-17	—	—	4	116	16	—	4	116
DIRECT GRANT GRAMMAR SCHOOLS											
<i>Bedfordshire</i>											
485. (a) Bedford Modern School (Lower)	101	331	8-11	136	22	—	—	—	11	2	—
(b) Bedford Modern School (Upper)	95	325	10-17	3	879	—	—	235	—	98	—

G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders		
				Boys		Girls			Boys		Girls
	Tuition	Tuition and boarding		Primary	Secondary	Primary	Secondary		Primary	Secondary	
<i>Bedfordshire</i> (continued)	£ s.	£ s.									
486. (a) Dame Alice Harpur School (Lower), Bedford	98	284	7-12	—	—	104	10	—	—	1	—
(b) Dame Alice Harpur School (Upper), Bedford	98	284	11-18+	—	—	—	726	136	—	—	36
<i>Berkshire</i>											
487. Abingdon School	117	375	10-18+	1	612	—	—	195	—	—	—
488. School of St. Helen and St. Katharine (Upper), Abingdon	117	336	11-18+	—	—	—	381	72	192	—	121
<i>Essex</i>											
489. Bancroft's School, Woodford	111	300	11-18+	—	404	—	—	119	—	—	—
490. (a) Sir Antony Browne's School (Lower), Brentwood	145	343	7-11	162	9	—	—	—	32	6	—
(b) Sir Antony Browne's School (Upper), Brentwood	115 10	361 10	10-18+	28	899	—	—	308	6	214	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders		
	Tuition	Tuition and boarding		Boys		Girls			Primary	Boys	Girls
				Primary	Secondary	Primary	Secondary				
<i>Essex</i> (continued)	£ s.	£ s.									
491. (a) Ursuline Convent Preparatory School, Brentwood	96	306	5-12	—	—	130	15	—	—	10	1
(b) Ursuline Convent High School, Brentwood	108	318	10-18+	—	—	1	620	140	—	1	108
<i>Hampshire</i>											
492. (a) St. John's College (Lower), Portsmouth, Southsea	105	306	7-11	115	11	—	—	—	3	1	—
(b) St. John's College (Upper), Portsmouth, Southsea	111	312	11-18+	—	687	—	—	167	—	128	—
493. Talbot Heath School (Upper), Bournemouth	101	290	11-18+	—	—	—	554	133	—	—	154
<i>Herefordshire</i>											
494. (a) Haberdashers' Aske's School (Lower), Elstree	153	405	7-11	171	22	—	—	—	—	1	—
(b) Haberdashers' Aske's School (Upper), Elstree	123	375	10-18+	4	861	—	—	291	—	69	—

G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders		
				Boys		Girls			Boys		Girls
	Tuition	Tuition and boarding		Primary	Secondary	Primary	Secondary		Primary	Secondary	
<i>Kent</i>											
495. (a) Eltham College (Lower), Bromley	159	409	7-12	76	10	—	—	—	18	6	—
(b) Eltham College (Upper), Bromley	129	379	11-18+	—	466	—	—	149	—	103	—
496. (a) Kent College (Lower), Canterbury	162	390	7-11	64	11	—	—	—	45	8	—
(b) Kent College (Upper), Canterbury	132	360	10-18+	1	362	—	—	101	—	241	—
497. (a) Walthamstow Hall (Lower), Sevenoaks	120	321	4-11	—	—	123	9	—	—	—	4
(b) Walthamstow Hall (Upper), Sevenoaks	120	321	10-18+	—	—	2	415	113	—	—	107
<i>Oxford</i>											
498. Magdalen College School, Oxford	117	315	9-18+	8	417	—	—	137	6	58	—
499. (a) Oxford High School (Lower)	111	301	5-11	—	—	127	9	—	—	—	1
(b) Oxford High School (Upper)	111	301	11-18+	—	—	—	397	105	—	—	41

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vllth form	Number of boarders		
				Boys		Girls			Boys		Girls
	Tuition	Tuition and boarding		Primary	Secondary	Primary	Secondary		Primary	Secondary	
											£ s.
<i>Surrey</i>											
500. (a) Caterham School (Lower), Caterham and Warlingham	165	396	9-11	37	12	—	—	—	17	7	—
(b) Caterham School (Upper), Caterham and Warlingham	132	378	11-18+	—	398	—	—	85	—	223	—
<i>Sussex (East)</i>											
501. (a) Brighton and Hove High School (Lower)	111	311	5-11	—	—	156	7	—	—	—	8
(b) Brighton and Hove High School (Upper)	111	311	11-18+	—	—	—	400	98	—	—	48
MAINTAINED BOARDING SCHOOLS											
<i>Berkshire</i>											
502. King Alfred's Grammar School, Wantage		219	11-18+	—	345	—	—	70	—	61	—
503. Reading School, Wolverton		252	10-18+	5	590	—	—	192	—	112	—
504. St. Bartholomew's Grammar School, Newbury		219	10-18+	5	571	—	—	129	—	39	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders					
	Tuition	Boarding		Boys		Girls			Boys					
				Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary	Secondary		
													Primary	Secondary
	£	s.												
<i>Buckinghamshire</i>														
Horsley's Green County Secondary School, near High Wycombe, see C.47 (Lancashire)														
505. Radcliffe School, Wolverton	200		10-18+	—	332	2	364	71B 63G 314	—	12	—	14		
506. Royal Grammar School, High Wycombe	220		10-18+	—	1061	—	—	314	—	89	—	—		
507. Royal Latin School, Buckingham	250		10-18+	3	206	—	200	40B 42G 144	—	42	—	—		
508. Sir William Borlase's School, Marlow	250		10-18+	8	458	—	—	144	—	48	—	—		
<i>Essex</i>														
509. Brentwood County High School for Girls	243		10-18+	—	—	2	591	115	—	—	—	39		
510. Earls Colne Grammar School, Colchester	210		11-18+	—	196	—	—	32	—	30	—	—		
511. Elmbridge County Secondary School, Cranleigh	246		11-16	—	248	—	—	—	—	248	—	—		
512. Fyfield County Secondary School, Ongar	246		11-16	—	123	—	124	—	—	123	—	124		

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in VIth form	Number of boarders			
	Tuition	Boarding		Boys		Girls			Primary	Secondary	Boys	Girls
				Primary	Secondary	Primary	Secondary					
<i>Essex (continued)</i>	£ s.	£ s.										
513. Kennylands County Secondary School, Oxford		231	11-15	—	104	—	109	—	—	104	109	
514. King Edward VI Grammar School, Chelmsford		255	10-18+	3	655	—	—	195	—	22	—	
515. Palmer's Endowed Grammar School for Boys, Grays		183	10-18+	2	605	—	—	191	—	36	—	
516. Royal Grammar School, Colchester		183	10-18+	4	664	—	—	178	—	42	—	
<i>Hampshire</i>												
517. Brockenhurst County Grammar School		218	11-18+	—	550	3	526	179B 152G	—	40	—	
518. Churcher's College, Petersfield		218	11-18+	—	436	—	—	108	—	119	—	
519. Peter Symonds' Grammar School, Winchester		218	10-18+	2	640	—	—	160	—	145	—	
520. Winchester County High School		218	10-18+	—	—	8	783	206	—	—	64	
<i>Hertfordshire</i>												
521. Hadham Hall School, Little Hadham		155	11-17	—	220	—	166	16B 5G	—	29	—	

G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders				
	Tuition	Boarding		Boys		Girls			Boys		Girls		
				Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary	Secondary	
<i>Hertfordshire</i> (continued)	£	£ s.											
522. St. George's School, Harpenden	240		10-18+	8	166	4	177	40B 21G	—	72	—	—	57
<i>Kent</i>													
523. Ashford Girls' Grammar School	177 to 204		10-18+	—	—	4	462	85	—	—	—	—	32
524. Cranbrook School	273		10-18+	3	346	—	—	103	—	188	—	—	—
525. Folkestone Grammar School for Girls	210 to 240		10-17	—	—	2	410	92	—	—	—	—	38
526. Folkestone Technical High School for Girls	210 to 240		10-18+	—	—	1	520	46	—	—	—	—	40
527. Sir Roger Manwood's Grammar School, Sandwich	210		10-18+	6	404	—	—	101	—	134	—	—	—
528. Tonbridge County Grammar School	198 to 231		10-18+	—	—	1	641	150	—	—	—	—	21
<i>London</i>													
529. Crown Woods School, Eltham	250		11-18+	—	1142	—	709	61B 33G	—	65	—	—	52

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vth form	Number of boarders		
				Tuition	Boarding	£ s.	£ s.		Boys		Girls
	Primary	Secondary							Primary	Secondary	
<i>London (continued)</i>											
530. Finchley Roman Catholic Grammar School		162 to 264 280	10-18+	3	621	—	—	132	—	14	—
531. (a) Fortescue House Junior Boys' School, Twickenham			7-10	88	—	—	—	—	88	—	—
(b) Fortescue House Secondary School, Twickenham		280	11-17	—	208	—	—	—	—	208	—
532. Gumley House Convent, Isleworth		170	11-18+	—	—	—	457	80	—	—	18
533. St. Mary's R.C. Junior Mixed and Infants' School, Walthamstow		Nil	4-10	232	—	275	—	—	31	—	—
534. St. Joseph's Convent Primary School, Barnet		155 to 185 240	3-12	213	1	269	—	—	—	—	17
535. Woolverstone Hall, Ipswich, Suffolk			11-18+	—	350	—	—	74	—	350	—
<i>Oxfordshire</i>											
536. Burford Grammar School		195	10-18+	2	390	2	322	20B 18G	—	55	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders			
				Boys		Girls			Boys		Girls	
	Tuition	Boarding		Primary	Secondary	Primary	Secondary		Primary	Secondary		
<i>Oxfordshire</i> (continued)	£ s.	£ s.										
Kennylands County Secondary School, Oxford, see G.513 (Essex)		195	10-18 +	3	266	—	—	71	—	84	—	
537. Lord Williams' Grammar School, Thame											—	
<i>Surrey</i>												
Elmbridge County Secondary School, Cranleigh, see G.511 (Essex)		350	11-17	—	219	—	—	—	—	219	—	
538. Gordon Boys' School, Chobham		290	11-18 +	—	249	—	—	53	—	249	—	
539. Ottershaw School		255	7-10	72	—	39	—	—	71	—	—	
540. (a) Royal Alexandra and Albert School (Lower), Reigate		255	11-16	—	215	—	95	—	—	211	95	
(b) Royal Alexandra and Albert School (Upper), Reigate		180	11-18 +	—	337	—	—	46	—	49	—	
541. Salesian College, Chertsey												

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
G. SOUTH EAST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vth form	Number of boarders		
	Tuition	Boarding		Boys		Girls			Boys		Girls
				Primary	Secondary	Primary	Secondary		Primary	Secondary	
<i>Sussex (East)</i>	£ s.	£ s.									
542. Brighton, Hove and Sussex Grammar School		231	10-18 +	2	644	—	—	174	—	58	—
543. Hayward's Heath County Secondary School, Cuckfield		290	11-16	—	342	—	303	—	—	22	—
544. Rye Grammar School		290	11-18 +	—	191	3	219	50B 72G	—	50	40
<i>Sussex (West)</i>											
545. Midhurst Grammar School		210 boys 225 girls	10-18 +	5	532	3	465	71B 48G	—	68	24
546. Steyning Grammar School		195	10-18 +	2	381	—	—	92	—	99	—
547. William Fletcher County Secondary School, Bognor Regis		280	11-18 +	—	686	—	590	31B 9G	—	11	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
H. SOUTH WEST REGION

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders		
	Tuition	Tuition and boarding		Boys		Girls			Primary	Boys	Girls
				Primary	Secondary	Primary	Secondary				
PUBLIC SCHOOLS	£ s.	£ s.									
<i>Cornwall</i>											
1. School of St. Clare, Polwithen, Penzance	165	405	5-18 +	—	—	20	142	23	—	5	89
2. Truro Cathedral School	156	349 10	6-18 +	48	188	—	—	19	21	75	—
3. West Cornwall School, Penzance	165	411	4-18 +	4	—	31	128	19	—	6	85
<i>Devon</i>											
4. Allhallows School, Rousdon, Lyme Regis, Dorset	180	480	13-18 +	—	253	—	—	86	—	251	—
5. Blundell's School, Tiverton	193	522	13-18 +	—	373	—	—	150	—	333	—
6. Grenville College, Bideford	222	483	11-18 +	—	270	—	—	43	—	262	—
7. Kelly College, Tavistock	276	471	13-18 +	—	227	—	—	88	—	222	—
8. St. Dunstan's Abbey School, Plymouth	108 to 153	276	4-18 +	—	—	88	183	21	—	—	14
9. St. Margaret's School, Exeter	116 11 to 151 4	337 1 to 368 14	7-18 +	—	—	66	228	27	—	7	54
10. Stover School, Newton Abbot	186	444	10-18 +	—	—	4	123	24	—	2	101

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
H. SOUTH WEST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders		
				Boys		Girls			Boys		Girls
	Tuition	Tuition and boarding	Primary	Secondary	Primary	Secondary	Primary	Secondary			
	£ s.	£ s.									
<i>Dorset</i>											
11. Bryanston School, Blandford Forum	240	600	12-18+	—	443	—	—	189	—	443	—
12. Canford School, Wimborne	279	507	13-18+	—	441	—	—	147	—	379	—
13. Clayesmore School, Iwerne	279	525	12-18+	—	191	—	—	52	—	191	—
14. Minster, Blandford Forum	240	480	8-18+	—	—	18	192	13	—	—	181
14. Croft House School, Shillingstone, Blandford Forum	365	495	13-18+	—	254	—	—	57	—	254	—
15. Milton Abbey School, Blandford Forum	264	528	12-18+	—	605	—	—	268	—	595	—
16. Sherborne School	255	510	11-18+	—	—	—	429	142	—	—	423
17. Sherborne School for Girls	207	384	11-18+	—	—	—	136	25	—	—	90
18. Uplands School, Parkstone, Poole											
<i>Gloucestershire</i>											
19. Badminton School, Westbury-on-Trym, Bristol	108 to 240	390 to 480	5-17	—	—	86	263	60	—	—	215
20. Cheltenham College	267 to 309	468 to 585	7-18+	116	498	—	—	197	55	409	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
H. SOUTH WEST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders		
				Boys		Girls			Boys		Girls
	Tuition	Tuition and boarding		Primary	Secondary	Primary	Secondary		Primary	Secondary	
Gloucestershire (continued)	£ s.	£ s.									
21. Cheltenham Ladies' College	261	498	10-18 +	—	—	3	819	226	—	2	707
22. Clifton College, Bristol	216 to 342	432 to 615	7-18 +	183	763	—	—	312	69	—	—
23. Clifton High School for Girls, Bristol	120 to 174	435	4-18 +	15	—	226	461	102	—	4	94
24. Collegiate School, Winterbourne, Bristol	54 to 165	366 to 396	3-18 +	7	—	30	111	18	—	5	54
25. Colston's School, Bristol	213	423	12-18 +	—	252	—	—	58	—	—	—
26. Dean Close School, Cheltenham	309	561	13-18 +	—	323	—	—	138	—	—	—
27. King's School, Gloucester	201	411	4-18 +	116	333	—	—	65	5	107	—
28. Rendcomb College, Cirencester	—	360	10-18 +	3	140	—	—	37	3	140	—
29. Westonbirt School, Tetbury	—	495 to 525	10-18 +	—	—	3	279	64	—	3	279
30. Wycliffe College, Stonehouse	225 to 252	447 to 483	7-18 +	90	386	—	—	112	61	326	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
H. SOUTH WEST REGION (continued)

	Annual fees		Age range	Total number of pupils						No. in Vth form	Number of boarders				
	Tuition	Tuition and boarding		Boys		Girls		Primary	Secondary		Primary	Secondary	Girls		
				£ s.	£ s.	Primary	Secondary							Primary	Secondary
<i>Somerset</i>															
31. Bruton School for Girls, Sunny Hill, Bruton	183	402	9-18+	—	—	20	373	78	—	5	194				
32. Downside School, Stratton-on-the-Fosse, Bath	258	516	12-18+	—	507	—	—	272	—	502	—				
33. Gardenhurst School, Burnham-on-Sea	165	450	10-18+	—	—	3	96	20	—	—	80				
34. King's College, Taunton	210	427													
	to	to	7-18+	67	403	—	—	131	44	376	—				
	230	515													
35. King's School, Bruton	270	465	7-18+	75	311	—	—	69	42	293	—				
36. Kingswood School, Bath	280	525	11-18+	—	409	—	—	170	—	393	—				
37. Monkton Combe School, Bath	156	411													
	to	to	5-18+	115	364	2	—	146	56	335	—				
	306	486													
38. Prior Park College, Bath	87	300													
	to	to	7-18+	61	311	—	—	80	61	311	—				
	198	411													
39. Queen's College, Taunton	174	375	7-18+	38	303	—	—	70	20	256	—				
40. Royal School for Daughters of Officers of the Army, Bath	175	414	10-18+	—	—	11	256	47	—	10	233				

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES

H. SOUTH WEST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders		
				Boys		Girls			Boys		Girls
	Tuition	Tuition and boarding		Primary	Secondary	Primary	Secondary		Primary	Secondary	
<i>Somerset</i> (continued)											
41. St. Audrie's School, West Quantoxhead, Taunton	—	405 to 450	8-18+	—	—	12	135	24	—	12	132
42. St. Brandon's School, Clevedon	75 to 159	345 to 390	4-18+	—	—	94	308	62	—	18	226
43. Taunton School	159 to 204	318 to 414	6-18+	164	573	—	—	132	86	401	—
<i>Wiltshire</i>											
44. Cranborne Chase School, Tisbury, Salisbury	—	545	12-18+	—	—	—	162	39	—	—	162
45. Godolphin School, Salisbury	222	465	10-18+	—	—	1	304	68	—	1	211
46. Marlborough College	276	576	12-18+	—	810	—	—	393	—	810	—
47. St. Mary's Convent School, Donhead, Shaftesbury, Dorset	141 15	299 5	8-18+	—	—	40	197	25	—	27	158
48. St. Mary's School, Calne	—	480	4-18+	4	—	33	217	63	—	1	190
49. Stonar School, Atworth, Melksham	135	420	4-18+	—	—	43	216	28	—	14	150

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
H. SOUTH WEST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in VIth form	Number of boarders				
	Tuition	Tuition and boarding		Boys		Girls			Boys			Girls	
				Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary	Secondary	
													Primary	Secondary	Primary	Secondary
	£ s.	£ s.											
OTHER RECOGNISED EFFICIENT INDEPENDENT SCHOOLS													
<i>Cornwall</i>													
50. St. Gorran School, Manaccan, Helston	100	240 to 320	3-13	19	1	8	3	19	1	7	3		
51. St. Petroc's School, Bude	153	333	6-13	38	28	—	—	22	26	—	—		
52. Tremough Convent School, Penryn	31 10	94 10	4-18+	18	—	93	161	—	—	18	69		
<i>Devon</i>													
53. The Abbey Preparatory School, Torquay	90 to 97 10	232 10	4-12	7	—	63	10	—	—	8	2		
54. Battisborough School, Holbeton, Plymouth	—	426	13-18+	—	48	—	—	—	48	—	—		
55. Beacon School, Teignmouth	84	255	5-13	57	43	—	—	—	8	21	—		
56. Bramdean School, Heavitree, Exeter	72 9 to 100 16	229 19 to 245 14	5-14	72	48	—	—	18	27	—	—		
57. Buckland House School, Shebbear	120	327 12	7-13	48	43	2	—	40	42	—	—		
58. Cathedral School, Exeter	108	276	7-14	44	31	—	—	19	16	—	—		

H. SOUTH WEST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders		
				Boys		Girls			Boys		Girls
	Tuition	Tuition and boarding		Primary	Secondary	Primary	Secondary		Primary	Secondary	
											£ s.
<i>Devon (continued)</i>											
59. Convent of the Assumption School, Sidmouth	157 10	315	4-18+	—	—	28	81	9	—	—	8 57
60. Convent of the Holy Family School, Exmouth	78	252	4-18+	—	—	87	155	9	—	—	13 30
61. Convent of the Holy Ghost School, Ingsdon, Newton Abbot	96 to 126	294 to 324	8-18+	—	—	25	190	19	—	—	9 69
62. Convent of Notre Dame School, Teignmouth	90	300	4-18+	—	—	84	170	18	—	—	5 85
63. Dartington Hall School, Totnes	60 to 270	435 to 534	4-18+	22	107	28	99	18B 23G	3	87	2 77
64. Dawlish College, Exeter	—	502 10	10-18+	2	63	—	—	—	2	63	—
65. Fenton School, Churston Ferrers, Brixham	116 11	283 10	7-14	45	25	—	—	—	13	13	—
66. Greenway Convent Collegiate School, Tiverton	94 10	220 10	5-17	3	—	16	55	—	—	—	3 9
67. High Wych School, Uplyme, Lyme Regis	72 9 to 74 11	283 10	3-12	26	—	42	10	—	1	—	9 7
68. Kestrel's Boys' Preparatory School, East Anstey, Tiverton	—	390	6-13	9	21	—	—	—	8	21	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
H. SOUTH WEST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders			
	Tuition	Tuition and boarding		Boys		Girls			Primary	Secondary	Primary	Secondary
				£ s.	£ s.	Primary	Secondary					
<i>Devon (continued)</i>	£ s.	£ s.										
69. Manor House School, Seaton	56 14 to 85 1	226 16	3-12	54	6	36	3	—	7	3	—	
70. Marist Convent St. Joseph's Junior School, Paignton	94 10	315	4-12	25	—	85	13	—	—	—	5	
71. Marist Convent Senior School, Paignton	126	282	11-18+	—	—	—	220	15	—	—	—	
72. Montpelier School, Paignton	135	300	4-13	66	127	—	—	—	29	38	—	
73. Mount House School, Tavistock	150 15	330 15	7-13	84	45	—	—	—	67	43	—	
74. Norwood School, Exeter	78 to 114	210 to 240	4-13	100	51	—	—	—	15	16	—	
75. Park House School, Paignton	110	299 5	6-13	11	13	—	—	—	11	13	—	
76. Pippins School, Axminster	111	315	4-11	6	—	46	1	—	—	—	25	
77. Ravenswood School, Stoodleigh, Tiverton	157 10	362 5	6-13	35	44	—	—	—	31	42	—	
78. St. Aubyn's School, Tiverton	110 5 to 126	289 16	6-14	53	29	—	—	—	16	2	—	
79. St. Christopher's School, Barnstaple	96 to 165	315	4-12	28	11	3	—	—	—	1	—	

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
H. SOUTH WEST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in V1th form	Number of boarders				
				Boys		Girls			Boys		Girls		
	Tuition	Tuition and boarding											Primary
				£ s.	£ s.	Primary	Secondary		Primary	Secondary	Primary	Secondary	
<i>Devon (continued)</i>													
80. St. Clare's School, Seaton	94 10	220 10	11-18+	—	—	—	68	—	—	—	—	—	25
81. St. Joseph's Roman Catholic Primary School, Bideford	94 10	267 15	3-11	79	5	125	5	—	—	14	—	1	
82. St. Michael's School, Tawstock, Barnstaple	—	405	7-13	44	41	—	—	—	44	41	—	—	
83. St. Peter's School, Exmouth	116 8	292 19	7-13	49	41	—	—	—	21	20	—	—	
84. The Shute and Oxtown School, Axminster	180	405	11-16	—	—	—	87	—	—	—	—	73	
85. Stella Maris Convent School, Bideford	110 5	267 15	10-18+	—	—	5	182	22	—	—	—	72	
86. Stella Maris Convent School, Seaton	37 16 to 44 2	173 5	3-11	7	1	31	—	—	—	—	6	—	
87. Stoodley Knowle School, Torquay	90	267 15	6-18+	—	—	18	107	27	—	—	18	107	
88. Winslade School, Clyst St. Mary, Exeter	103 19	299 5	10-18+	1	163	—	—	16	1	87	—	—	
89. Wolborough Hill School, Newton Abbot	180	345	6-13	73	36	—	—	—	27	26	—	—	

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
H. SOUTH WEST REGION (continued)

	Annual fees		Age range	Total number of pupils			No. in Vith form	Number of boarders			
	Tuition	Tuition and boarding		Boys	Girls	Boys		Girls			
									Primary	Secondary	Primary
				£ s.	£ s.	Primary	Secondary	Primary			
Dorset											
90. Clayesmore Preparatory School, Charlton Marshal, Blandford Forum	141 15 to 173 5	330	6-13	53	47	—	—	37	44	—	—
91. Convent of the Sacred Hearts High School, Weymouth	47 5 to 94 10	229 5	3-18+	25	—	54	176	14	—	18	40
92. Dumpton (Preparatory) School, Wimborne	—	345	7-13	41	42	—	—	41	42	—	—
93. Forres School, Swanage	—	390	7-13	41	36	—	—	41	36	—	—
94. Hanford School, Child Okeford, Blandford Forum	—	441	7-12	—	—	73	53	—	—	69	53
95. Knighton House School, Durweston, Blandford Forum	120	345	6-13	—	—	50	46	—	—	44	45
96. Monkton Wyld School, Charmouth, Bridport	—	360	10-18+	—	35	2	25	2B 3G 10	35	2	25
97. Newton Manor School, Swanage	210	420	8-17	—	—	9	88	—	—	4	70
98. The Old Malthouse School, Langton Matravers, Swanage	—	435	7-13	49	44	—	—	49	44	—	—
99. The Oratory Preparatory School, Branksome Park, Bournemouth, Hampshire	180	390	8-13	53	59	—	—	38	51	—	—

H. SOUTH WEST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vth form	Number of boarders		
				Boys		Girls			Boys		Girls
	Tuition	Tuition and boarding		Primary	Secondary	Primary	Secondary	Primary	Secondary		
	£ s.	£ s.									
<i>Dorset (continued)</i>											
100. Port Regis Preparatory School, Motcombe, Shaftesbury	—	360	7-13	58	62	—	—	—	55	60	—
101. St. Antony's School, Sherborne	160 10	360	10-18 +	—	—	1	248	35	—	—	201
102. St. Antony's Preparatory School, Sherborne	90	225	4-11	31	—	140	8	—	—	—	5
103. St. Leonard's School, Motcombe, Shaftesbury	75 12 to 94 10	192 3	4-12	46	9	12	2	—	6	6	—
104. St. Monica's School, Upton, Poole	78 15 to 141 15	285 to 345	3-13	—	—	62	26	—	—	—	16
105. Sherborne Preparatory School	157 10	360	7-13	80	83	—	—	—	42	67	—
106. Spyway School, Langton Matravers, Swanage	—	425	7-13	29	20	—	—	—	29	20	—
<i>Gloucestershire</i>											
107. Beadesert Park School, Minchinhampton, Stroud	204 15	409 10	7-13	51	42	—	—	—	50	42	—
108. Braidlea-Avondale School, Bristol	102 to 126	208 10	5-13	49	16	—	—	—	2	3	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
H. SOUTH WEST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders				
	Tuition	Tuition and boarding		Boys		Girls			Boys		Girls		
				Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary	Secondary	
<i>Gloucestershire (continued)</i>	£	£ s.											
109. Brightlands School, Newnham	60 to 163 16 103 19	352 16	4-13	40	33	10	—	—	24	32	—	—	—
110. Charlton Park Convent School, Cheltenham	126 to 114	315	4-18 +	28	—	167	424	58	—	—	2	27	—
111. Convent of St. Clotilde School, Lechlade	to 149 252	300 to 336 495	4-18 +	7	—	52	111	20	—	—	13	70	—
112. Dean Close Junior School, Cheltenham			7-13	106	117	—	—	—	50	75	—	—	—
113. XIV School, Bristol	88 to 120	252	4-13	76	51	—	—	—	7	9	—	—	—
114. Hatherop Castle School, Cirencester	—	597	11-16	—	—	—	107	7	—	—	—	—	106
115. Hill Place School, Stow-on-the-Wold, Cheltenham	—	409 10	7-13	31	40	—	—	—	31	40	—	—	—
116. King's School, Sherborne	204	408	11-18 +	—	65	—	—	—	—	65	—	—	—
117. New Court School, Cheltenham	129 to 180	420	4-13	—	—	101	21	—	—	—	17	8	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
H. SOUTH WEST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in VIth form	Number of boarders			
	Tuition	Tuition and boarding		Boys		Girls			Boys		Girls	
				Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary	Secondary
<i>Gloucestershire (continued)</i>	£ s.	£ s.										
118. Oakley Hall School, Cirencester	180	375	7-13	62	58	3	1	—	49	53	—	—
119. Oriol School, Southam Delabere, Cheltenham	150	390	10-18+	—	—	1	74	13	—	—	1	62
120. Our Lady's Convent School, Cirencester	54 14 to 88 4	170 2 to 204 15	4-16	9	—	77	89	—	—	—	9	25
121. Rose Hill School, Alderley, Wotton-under-Edge	189	375	7-13	37	32	—	—	—	31	32	—	—
122. St. John's-on-the-Hill School, Tutshill, Chepstow	141 15 to 189	378	7-13	35	32	—	—	—	19	24	—	—
123. St. Kenelm School, Cheltenham	141 15	£2 to 3 per week excluding tuition)	6-14	28	26	—	—	—	3	—	—	—
124. Selwyn School, Gloucester	162	354	9-17	—	—	10	95	15	—	—	—	27
125. Stouts Hill School, Uley, Dursley	—	441	6-13	54	65	—	—	—	51	65	—	—
126. Tockington Manor School, Bristol	204 15	409 10	8-13	51	29	—	—	—	50	29	—	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
H. SOUTH WEST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vth form	Number of boarders		
	Tuition	Tuition and boarding		Boys		Girls			Boys	Girls	
				Primary	Secondary	Primary	Secondary				Primary	Secondary
<i>Gloucestershire</i> (continued)	£ s.	£ s.									
127. Westwing School, Thornbury, Bristol	94 10 to 157 10 105	352 16 to 368 11	6-17	—	—	37	70	—	—	19	58
128. Whitefriars School, Charlton Kings, Cheltenham	157 10 to 55 10 240	—	8-18+	66	288	—	—	44	—	14	—
129. Wynstones School, Whaddon, Gloucester		240	5-17	49	84	32	66	—	7	35	22
<i>Somerset</i>											
130. All Hallows School, Cranmore, Shepton Mallet	212 12	425 5	7-13	71	58	—	—	—	66	58	—
131. Cathedral Junior School, Wells	153	348	7-11	104	10	—	—	—	35	3	—
132. Cathedral School, Wells	171	399	10-18+	1	265	—	—	48	1	142	—
133. Chard School	162	396	7-18+	16	133	—	—	5	6	75	—
134. Connaught House School, Bishops Lydeard, Taunton	—	441	8-13	30	33	1	—	—	30	33	—
135. The Downs School, Wraxall, Bristol, Gloucestershire	151 4	360	7-13	71	41	1	—	—	25	34	—

H. SOUTH WEST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders			
	Tuition	Tuition and boarding		Boys		Girls			Primary	Secondary	Primary	Secondary
				£ s.	£ s.	Primary	Secondary					
<i>Somerset (continued)</i>												
136. Edgarley Hall School, (Millfield Junior), Glastonbury	—	570 to 900	7-13	69	85	10	20	—	34	76	4	8
137. The Hall School, Wincanton	147 to 189	405 to 435	7-17	—	—	27	140	8	—	—	19	122
138. La Retraite Convent School, Weston-super-Mare	94 10	252	4-18+	12	—	97	178	25	—	—	5	42
139. La Retraite School, Burnham-on-Sea	78 15 to 110 5	220 10 to 252	4-18+	4	—	72	118	17	—	—	18	58
140. La Sainte Union Convent School, Bath	120	300	4-18+	16	—	128	521	102	—	—	—	20
141. Millfield School, Street	—	900 to 1005	12-18+	—	606	—	112	189B 63G	—	546	—	86
142. The Park School, Yeovil	148 1	405	3-18+	21	—	52	99	13	—	—	1	47
143. Perrott Hill School, Crewkerne	—	405	8-13	46	39	—	—	—	46	39	—	—
144. Rossholme School, East Brent, Highbridge	78 15 to 97 13	255 9	4-16	—	—	17	89	—	—	—	9	37

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
H. SOUTH WEST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vth form	Number of boarders			
	Tuition	Tuition and boarding		Boys		Girls			Primary	Secondary	Boys	Girls
				Primary	Secondary	Primary	Secondary					
£	£ s.	£ s.	—	—	—	—	—	—	—	—	—	
<i>Somerset (continued)</i>	117	360	4-12	—	—	97	32	—	—	69	27	
145. St. Christopher's School, Burnham-on-Sea	147	393 15	6-13	62	50	—	—	—	35	41	—	
146. St. Dunstan's School, Burnham-on-Sea	57	215	4-17	41	—	72	66	—	—	5	13	
147. St. Gilda's Convent School, Langport	66	300	11-18+	—	—	—	252	26	—	—	21	
148. St. Joseph's Convent Senior School, Taunton	105	411	7-13	37	47	—	—	—	18	38	—	
149. St. Peter's School, Weston-super-Mare	180	252	4-16	15	—	46	57	—	—	10	10	
150. St. Teresa's School, Minehead	66 3 to 78 15	210	4-17	16	—	57	87	—	—	6	13	
151. Saviour Convent School, Shepton Mallet	47 to 66	438	10-18+	2	141	2	127	35B 21G	1	123	113	
152. Sidcot School, Winscombe	234	315	4-13	54	34	—	—	—	10	15	—	
153. Walton Lodge Preparatory School, Clevedon	78 to 132											

H. SOUTH WEST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders		
				Boys		Girls			Boys		Girls
	Tuition	Tuition and boarding		Primary	Secondary	Primary	Secondary		Primary	Secondary	
<i>Somerset</i> (continued)	£ s.	£ s.									
154. Weirfield School, Taunton	90 to 171	351 to 375	4-18+	9	—	76	222	22	—	14	43
<i>Wiltshire</i>											
155. Cathedral School, Salisbury	150 to 180	375	7-13	63	38	—	—	—	34	27	—
156. Chafyn Grove School, Salisbury	213	405	4-13	90	43	2	—	—	35	37	—
157. Greenways School, Codford, Warrminster	110 5	378	4-14	18	13	7	1	—	11	11	1
158. Grittleton House School, Chippenham	75 to 105	249 to 270	4-17	1	—	19	36	—	—	9	23
159. Hawtreys School, Savernake, Marlborough	—	435	7-13	65	32	—	—	—	65	32	—
160. Leaden Hall School, Salisbury	60 to 129	300 to 339	4-12	9	—	71	10	—	—	14	8
161. The Lord Weymouth School, Warrminster	180	387	10-18+	4	165	—	—	25	2	105	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
H. SOUTH WEST REGION (continued)

	Annual fees		Age range	Total number of pupils						No. in Vith form	Number of boarders			
				Tuition and boarding		Boys		Girls			Boys		Girls	
	£ s.	£ s.												
				£ s.	£ s.	Primary	Secondary	Primary	Secondary		Primary	Secondary		
<i>Wiltshire (continued)</i>														
162. The Manor House School, Great Durnford, Salisbury	—	378	7-11	—	—	33	11	—	—	—	32	11		
163. The Old Ride School, Bradford-on-Avon	180	375	7-13	46	26	—	—	26	22	—	—	—		
164. Sandroyd School, Tollard Royal, Salisbury	—	434 14	8-13	56	47	—	—	56	47	—	—	—		
165. Staddles School, Chute Standen, Andover, Hampshire	144 18	318 3	4-14	41	21	—	—	26	21	—	—	—		
166. School of St. Monica, Warminster	72 to 108	240 to 300	3-17	3	—	35	116	1	—	—	7	56		
DIRECT GRANT GRAMMAR SCHOOLS														
<i>Cornwall</i>														
167. (a) Truro School (Lower)	156	375	7-12	112	11	—	—	—	7	—	—	—		
(b) Truro School (Upper)	117	336	10-18+	4	563	—	—	134	228	—	—	—		
168. (a) Truro High School for Girls (Lower)	145 10	362 10	4-11	12	—	131	10	—	—	7	3			
(b) Truro High School for Girls (Upper)	135	352	10-18+	—	—	3	377	82	—	—	—	92		

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES

H. SOUTH WEST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders		
	Tuition	Tuition and boarding		Boys		Girls			Boys	Girls	
				Primary	Secondary	Primary	Secondary				
											Primary	Secondary	Primary	Secondary
<i>Devon</i>	£ s.	£ s.									
169. (a) Edgehill College (Lower), Bideford	150	360	4-12	13	—	64	16	—	—	14	7
(b) Edgehill College (Upper), Bideford	120	330	10-18+	—	—	3	425	91	—	2	176
170. Exeter School (Upper)	118 10	298 10	11-18+	—	453	—	—	125	—	47	—
171. (a) Plymouth College (Lower)	120 to 123	306 to 309	5-13	242	20	—	—	—	2	1	—
(b) Plymouth College (Upper)	126	312	10-18+	2	592	—	—	148	1	91	—
172. St. Boniface's College, Plymouth	100	247	11-18+	—	423	—	—	100	—	65	—
173. Shebbear College	126	351	11-18+	—	308	—	—	48	—	255	—
174. West Buckland School	115 10	391	10-18+	3	216	—	—	53	3	200	—
<i>Gloucestershire</i>											
175. Queen Elizabeth's Hospital, Bristol	98	188	10-18+	10	386	—	—	95	4	110	—
176. Red Maids' School, Bristol	114	261	10-18+	—	—	2	285	63	—	2	95
<i>Somerset</i>											
177. (a) Bath High School (Lower)	111	295	5-11	6	—	176	8	—	—	5	1

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
H. SOUTH WEST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders		
				Boys		Girls			Boys		Girls
	Tuition	Tuition and boarding		Primary	Secondary	Primary	Secondary		Primary	Secondary	
<i>Somerset</i> (continued)	£ s.	£ s.									
(b) Bath High School (Upper)	111	295	11-18+	—	—	—	348	81	—	—	62
178. Wellington School	114	300	10-18+	6	417	—	—	109	5	215	—
<i>Wiltshire</i>											
179. Dauntsey's School, West Lavington	137	395	11-18+	—	376	—	—	112	—	319	—
MAINTAINED BOARDING SCHOOLS											
<i>Cornwall</i>		Boarding									
180. Launceston College		200	10-18+	3	394	4	300	37B 31G	—	43	—
<i>Devon</i>											
181. Queen Elizabeth's School, Crediton		243	11-18+	—	280	1	279	68B 50G	—	94	76
182. King Edward VI County Secondary School, Totnes		243	10-18+	4	533	2	469	54B 47G	—	45	24
183. Teignmouth Grammar School		243	10-18+	—	218	1	235	63B 51G	—	—	31

H. SOUTH WEST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders			
	Tuition	Boarding		Boys		Girls			Boys		Girls	
				Primary	Secondary	Primary	Secondary		Primary	Secondary		
<i>Dorset</i>	£	£										
184. Beaminster School		235	11-18+	—	302	—	288	20B 32G 28	—	27	—	29
185. County High School for Girls, Shaftesbury		245	10-18+	—	—	—	190	28	—	—	—	49
186. Foster's Grammar School, Sherborne		215	11-17	—	159	—	—	29	—	28	—	—
187. Hardy's School, Dorchester		215	10-18+	4	510	—	—	118	—	105	—	—
188. Shaftesbury Grammar School		190	10-18+	2	188	—	—	32	—	76	—	—
189. Swanage Grammar School		195	10-18+	—	200	1	215	38B 30G 41B 41G	—	23	—	24
190. Woodroffe School, Lyme Regis		235	10-18+	—	268	2	261	41G	—	33	—	49
<i>Somerset</i>												
191. Bishop Fox's Girls' Grammar School, Taunton		243	10-18+	—	—	21	801	196	—	—	—	21
192. Brymore Secondary Technical School of Agriculture, Cannington		243	12-17	—	190	—	—	—	—	150	—	—
193. Crewkerne Grammar School		243	10-18+	3	194	—	—	50	—	94	—	—
194. Ilminster Boys' Grammar School		243	10-18+	1	156	—	—	45	—	13	—	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
H. SOUTH WEST REGION (continued)

	Annual fees		Age range	Total number of pupils				No. in Vth form	Number of boarders			
	Tuition	Boarding		Boys		Girls			Primary	Secondary	Boys	Girls
				£	s.	Primary	Secondary					
<i>Somerset (continued)</i>												
195. Ilminster Girls' Grammar School		243	10-17	—	—	4	226	46	—	—	19	
196. Sexey's School, Bruton		243	10-18+	9	190	—	—	35	—	68	—	
<i>Wiltshire</i>												
197. Adcroft County Secondary Technical School of Building, Trowbridge		Nil	13-18+	—	200	—	—	23	—	105	—	
198. Marlborough Grammar School		Nil	10-18+	1	278	—	309	56B 57G	—	30	28	
199. Victoria Secondary Technical School, Trowbridge		Nil	13-16	—	10	—	145	—	—	—	18	

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
I. WALES AND MONMOUTHSHIRE

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders		
	Tuition	Tuition and boarding		Boys		Girls			Boys	Girls	
				Primary	Secondary	Primary	Secondary					Primary	Secondary
PUBLIC SCHOOLS	£ s.	£ s.									
<i>Brecon</i>											
1. Christ College, Brecon	—	453	10-18+	1	216	—	—	66	1	194	—
<i>Caernarvonshire</i>											
2. St. Winifred's School, Llanfairfechan	—	398 5	8-18+	—	—	13	142	24	—	—	113
<i>Carmarthenshire</i>											
3. Llandovery College	180	420	11-18+	—	222	—	—	62	—	216	—
<i>Denbighshire</i>											
4. Howell's School for Girls, Denbigh	197	437	10-18+	—	—	3	423	81	—	—	362
5. Penrhos College, Colwyn Bay	186 to 260	372 519	7-18+	—	—	48	296	53	—	—	296
6. Ruthin School	135	411	10-18+	4	172	—	—	28	3	124	—
7. Rydal School, Colwyn Bay	223	444	13-18+	—	287	—	—	96	—	287	—
<i>Flintshire</i>											
8. Lowther College, Bodelwyddan, Abergelle, Denbighshire	—	480	9-18+	—	—	13	195	52	—	—	185

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
I. WALES AND MONMOUTHSHIRE (continued)

	Annual fees		Age range	Total number of pupils				No. in Vth form	Number of boarders			
	Tuition	Tuition and boarding		Boys		Girls			Primary	Secondary	Boys	Girls
				£	s.	£	s.					
OTHER RECOGNISED EFFICIENT INDEPENDENT SCHOOLS	£	£ s.										
<i>Anglesey</i>												
9. H.M.S. Conway Cadet School, Llanfair P.G.	195	390	13-18+	—	201	—	15	—	201	—	—	
10. Le Bon Sauveur School, Holyhead	90	270	3-18+	5	—	50	88	7	1	25	50	
11. Tre-Arddur House School, Trearddur Bay, Holyhead	—	453	7-13	44	37	—	—	—	44	—	—	
<i>Caernarvonshire</i>												
11. Loreto College, Llandudno	105	270	3-18+	5	—	56	198	26	—	17	77	
12. St. Gerard's Convent School, Bangor	44 2 to 63	210	3-17	8	—	46	89	—	—	4	20	
<i>Cardiganshire</i>												
13. Ysgol Abermad, Aberystwyth	—	360	7-13	36	28	—	—	—	36	28	—	
<i>Denbighshire</i>												
14. Brigidine Convent School, Denbigh	128	252	5-18+	—	—	25	95	10	—	10	56	

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES

I. WALES AND MONMOUTHSHIRE (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders		
	Tuition	Tuition and boarding		Boys		Girls			Boys		Girls
				Primary	Secondary	Primary	Secondary		Primary	Secondary	
<i>Denbighshire</i> (continued)	£ s.	£ s.									
15. Clarendon School, Abergele	186 to 201	396 to 411 330	8-18+	—	—	14	184	50	—	13	184
16. Galltfaenan School, Trefnant	—	360 to 315	9-17	—	—	3	22	—	—	3	21
17. Hafodunos Hall School, Llangerniew, Abergele	195	315	8-18+	—	—	9	86	2	—	9	86
18. Heronwater School, Abergele	—	421 10	7-13	45	39	—	—	—	44	39	—
19. Lindisfarne College, Ruabon	165	450	9-18+	2	174	—	—	61	1	163	—
20. Rydal Preparatory School, Colwyn Bay	181	402	8-13	50	96	—	—	—	47	90	—
21. St. Mary's College, Rhos-on-Sea, Colwyn Bay	105	240	10-18+	4	206	—	—	16	4	116	—
<i>Flinshire</i>											
22. Oriel House School, St. Asaph	—	441	7-13	23	29	1	—	—	13	26	—
23. St. Chad's School, Prestatyn	150	315	7-13	46	41	—	—	—	25	25	—

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES

I. WALES AND MONMOUTHSHIRE (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders					
				Boys		Girls			Boys		Girls			
	Tuition	Tuition and boarding		Primary	Secondary	Primary	Secondary		Primary	Secondary				
<i>Flintshire</i> (continued)	£	s.	£	s.	—	—	5	89	7	—	3	31		
24. St. Mary's Convent School, Rhyl	110	5	267	15	—	—	—	—	—	—	—	—		
<i>Glamorgan</i>														
25. Cathedral School, Llandaff, Cardiff	135 to 171	318	4-13	148	65	—	—	—	—	21	24	—		
26. Clive Hall School, Llandaff, Cardiff	63 to 78	240 weekly boarding only	4-18+	13	2	25	94	—	—	—	3	9		
27. Emmanuel School, Swansea	54 to 66	261	4-18+	61	184	32	143	15B 16G	7	21	4	11		
28. St. Clare's Convent Preparatory School, Porthcawl	60	210	3-12	32	—	219	32	—	—	—	11	5		
29. St. Clare's Convent Grammar School, Porthcawl	90	276	11-18+	—	—	—	261	30	—	—	—	57		
30. St. John's School, Newton, Porthcawl	60 to 150	315	3-13	64	23	—	—	—	14	7	—	—		

I. WALES AND MONMOUTHSHIRE (continued)

	Annual fees		Age range	Total number of pupils				No. in Vth form	Number of boarders			
				Boys		Girls			Boys		Girls	
	Tuition	Tuition and boarding		Primary	Secondary	Primary	Secondary		Primary	Secondary		
<i>Glamorgan (continued)</i>	£ s.	£ s.										
31. St. Winifride's Convent School, Swansea	75 to 90	210 to 240	3-18+	18	—	120	259	38	—	7	34	
<i>Monmouthshire</i>												
32. Blackfriars School, Llanarth, Raglan	180	375	7-13	25	34	—	—	—	22	—	—	
33. St. John's School, Abergavenny	107 to 126	186 to 205	8-16	11	60	—	1	—	1	—	—	
34. St. Joseph's Convent Secondary School, Tredegar Park, Newport	120	270	10-18+	—	—	2	376	43	—	—	36	
35. St. Michael's Convent School, Abergavenny	63	189	4-12	45	—	93	11	—	—	7	2	
<i>Pembrokeshire</i>												
36. Netherwood School, Saundersfoot	56 14	173 5	3-10	9	—	48	—	—	2	21	—	
37. Selwyn House, Kilgetty	84	270	7-13	27	18	—	—	—	14	13	—	

LIST OF SCHOOLS WITH BOARDING PLACES IN ENGLAND AND WALES
I. WALES AND MONMOUTHSHIRE (continued)

	Annual fees		Age range	Total number of pupils				No. in VIth form	Number of boarders		
				Boys		Girls			Boys		Girls
	Tuition	Tuition and boarding		Primary	Secondary	Primary	Secondary		Primary	Secondary	
											Primary	Secondary	Primary	Secondary
DIRECT GRANT GRAMMAR SCHOOLS	£ s.	£ s.									
Glamorganshire											
38. Howell's School, Llandaff, Cardiff	99	342	11-18+	—	—	—	498	117	—	—	136
Merionethshire											
39. (a) Dr. Williams' School (Lower), Dolgellau	122	339 10	8-11	—	—	19	2	—	—	19	2
(b) Dr. Williams' School (Upper), Dolgellau	161	390 10	11-18+	—	—	—	279	49	—	—	221
Monmouthshire											
40. Monmouth School (Upper)	95	315	11-18+	—	431	—	—	102	—	164	—
41. (a) Monmouth School for Girls (Lower)	100	319	8-10	—	—	49	—	—	—	11	—
(b) Monmouth School for Girls (Upper)	95	314	10-18+	—	—	2	382	74	—	1	104

I. WALES AND MONMOUTHSHIRE (continued)

	Annual fees		Age range	Total number of pupils				No. in Vith form	Number of boarders		
	Tuition	Boarding		Boys		Girls			Boys	Girls	
				Primary	Secondary	Primary	Secondary				
									£ s.	£ s.	Primary	Secondary	Primary	Secondary
MAINTAINED BOARDING SCHOOLS											
<i>Glamorganshire</i> 42. Cowbridge Grammar School	160	11-18+	—	452	—	—	101	—	50	—	
<i>Merionethshire</i> 43. Towyn County Secondary School	180	11-18+	—	216	—	219	17B 16G 20B 2G	—	33	17	
44. Ysgol y Gader, Dolgellau	180	11-18+	—	222	—	153		—	17	—	
<i>Pembrokeshire</i> 45. Pembroke Grammar School	225 to 275	11-18+	—	298	—	263	46B 34G	—	29	—	

REGIONAL SUMMARY TABLES OF NUMBERS OF BOARDING PUPILS

	Boys		Girls		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
<i>Northern Region</i>						
Public schools	—	1,295	34	350	34	1,645
Other recognised efficient schools	682	1,259	278	1,109	960	2,368
Direct grant grammar schools	26	317	—	55	26	372
Maintained schools	—	444	—	287	—	731
Total	708	3,315	312	1,801	1,020	5,116
<i>Yorkshire and Humberside Region</i>						
Public schools	90	1,678	52	1,635	142	3,313
Other recognised efficient schools	330	530	43	400	373	930
Direct grant grammar schools	82	816	8	53	90	869
Maintained schools	—	505	—	244	—	749
Total	502	3,529	103	2,332	605	5,861
<i>North Western Region</i>						
Public schools	55	1,068	25	296	80	1,364
Other recognised efficient schools	626	1,171	35	180	661	1,351
Direct grant grammar schools	31	308	18	212	49	520
Maintained schools	40	573	9	139	49	712
Total	752	3,120	87	827	839	3,947

REGIONAL SUMMARY TABLES OF NUMBERS OF BOARDING PUPILS

	Boys		Girls		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
<i>East Midlands Region</i>						
Public schools	95	3,189	56	470	151	3,659
Other recognised efficient schools	742	888	106	425	848	1,313
Direct grant grammar schools	53	597	15	137	68	734
Maintained schools	—	475	—	113	—	588
Total	890	5,149	177	1,145	1,067	6,294
<i>West Midlands Region</i>						
Public schools	78	3,792	111	2,141	189	5,933
Other recognised efficient schools	1,278	2,551	216	989	1,494	3,540
Direct grant grammar schools	15	331	—	—	15	331
Maintained schools	—	1,141	—	179	—	1,320
Total	1,371	7,815	327	3,309	1,698	11,124
<i>East Anglia Region</i>						
Public schools	51	1,168	48	801	99	1,969
Other recognised efficient schools	655	1,076	59	551	714	1,627
Direct grant grammar schools	172	1,119	—	—	172	1,119
Maintained schools	—	619	—	363	—	982
Total	878	3,982	107	1,715	985	5,697

REGIONAL SUMMARY TABLES OF NUMBERS OF BOARDING PUPILS

	Boys		Girls		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
<i>South East Region</i>						
Public schools	523	18,303	519	9,793	1,042	28,096
Other recognised efficient schools	7,458	12,232	1,695	8,267	9,153	20,499
Direct grant grammar schools	138	1,436	38	621	176	2,057
Maintained schools	190	3,547	108	767	298	4,314
Total	8,309	35,518	2,360	19,448	10,669	54,966
<i>South West Region</i>						
Public schools	523	8,616	160	4,122	683	12,738
Other recognised efficient schools	1,696	3,145	641	2,343	2,337	5,488
Direct grant grammar schools	58	1,538	30	436	88	1,974
Maintained schools	—	934	—	368	—	1,302
Total	2,277	14,233	831	7,269	3,108	21,502
<i>Wales and Monmouthshire</i>						
Public schools	4	821	66	956	70	1,777
Other recognised efficient schools	296	844	137	679	433	1,523
Direct grant grammar schools	—	164	31	463	31	627
Maintained schools	—	129	—	17	—	146
Total	300	1,958	234	2,115	534	4,073

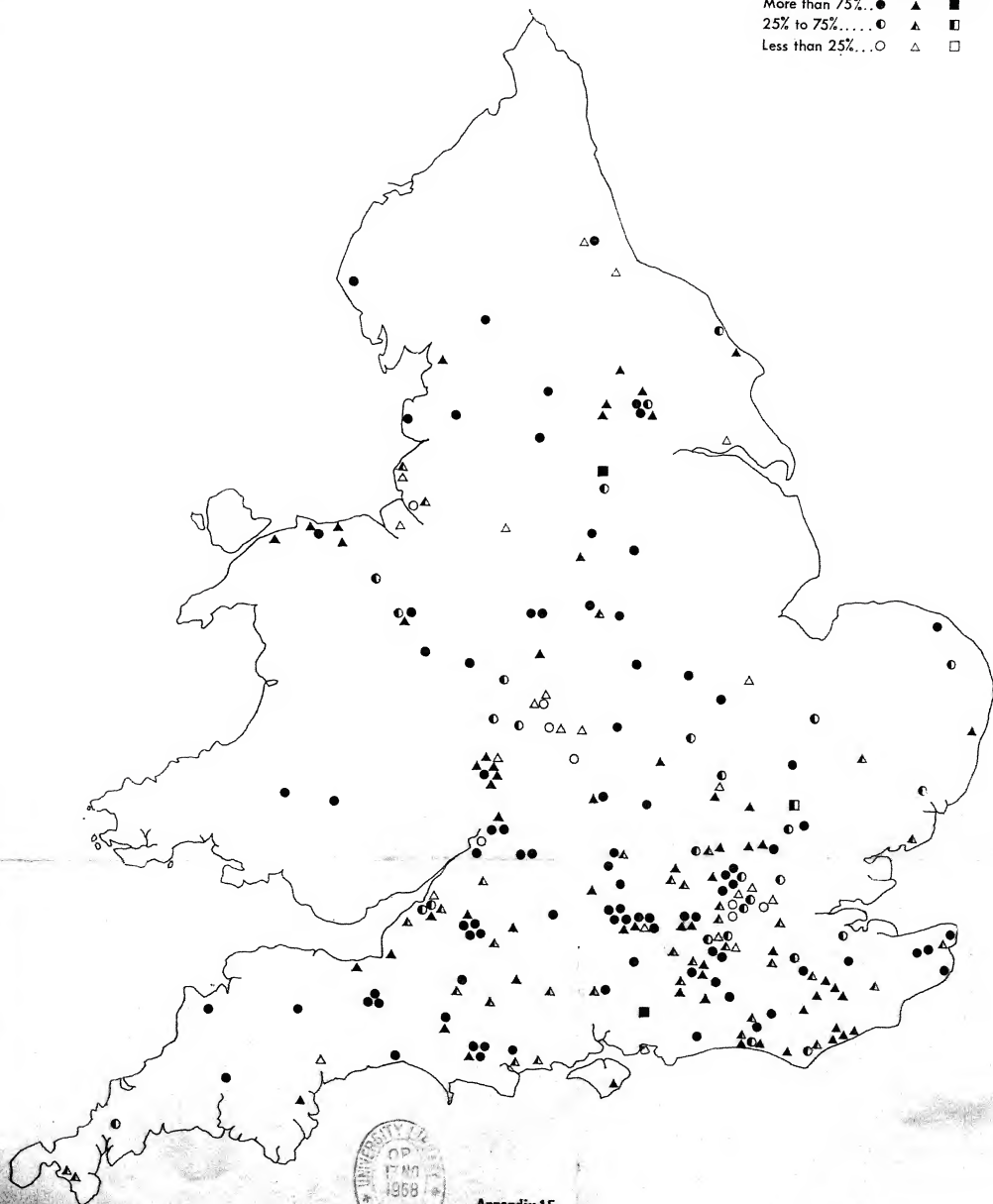
REGIONAL SUMMARY TABLES OF NUMBERS OF BOARDING PUPILS

	Boys		Girls		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
<i>Summary</i>						
Public schools	1,419	39,930	1,071	20,564	2,490	60,494
Other recognised efficient schools	13,763	23,696	3,210	14,943	16,973	38,639
Direct grant grammar schools	575	6,626	140	1,977	715	8,603
Maintained schools	230	8,367	117	2,477	347	10,844
Total	15,987	78,619	4,538 *	39,961	20,525	118,580

PUBLIC SCHOOLS IN ENGLAND AND WALES WITH BOARDING PLACES

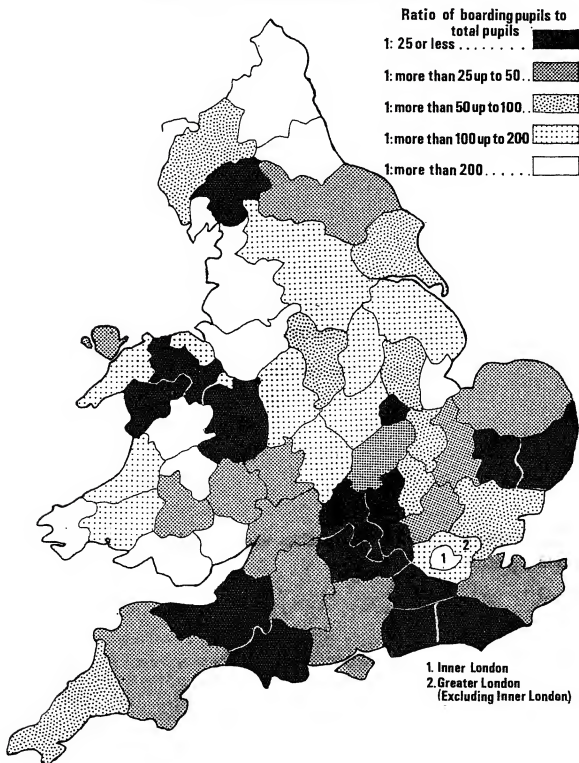
PERCENTAGE OF BOARDING PLACES

	Boys	Girls	Mixed
More than 75%...	●	▲	■
25% to 75%....	◐	▴	▣
Less than 25%...	○	△	□



DENSITY OF BOARDING PLACES BY COUNTY AUTHORITY IN ENGLAND AND WALES

EXCLUDING NON-RECOGNISED SCHOOLS



The calculations are based on the numbers in maintained, direct grammar and recognised efficient independent schools only. (Excluded are nursery, special and independent schools not recognised as efficient).
County figures include, where appropriate, those in the County Boroughs.

APPENDIX 17

SCOTLAND (Statistics and Map)

The information in the following tables was supplied by the Scottish Education Department.

*Scotland**Table A*
Grant-aided schools

(i) Scotland: numbers of pupils at January, 1967

(a)	Grant-aided secondary schools*	Education authority and all grant-aided schools (c)	(b) as percentages of (c)
Total pupils	19,561	898,858	2.2%
Secondary	11,999	287,359	4.2%
Primary	7,562	611,499	1.2%
No. of schools*	29	3,028	1.0%

*Excludes special, demonstration and orphanage schools.

(ii) Edinburgh: numbers of pupils at January, 1967

(a)	Grant-aided secondary schools*	Education authority and all grant-aided schools (c)	(b) as percentage of (c)
Total pupils	6,814	71,352	9.5%
Secondary	3,808	23,748	16.0%
Primary	3,006	47,604	6.3%
No. of schools*	8	117	6.8%

*Excludes special, demonstration and orphanage schools.

(iii) England and Wales: numbers of pupils at January, 1967

(a)	Direct grant grammar schools (b)	Maintained schools and direct grant grammar schools (c)	(b) as percentage of (c)
Total pupils	116,245	7,444,355	1.6%
Secondary pupils	99,682	2,932,533	3.4%
No. of schools	179	28,739	0.6%

Table B
School hostels (1967)

<i>Education authority</i>	<i>No. of schools with hostels</i>	<i>No. of hostels</i>	<i>Places available in hostels</i>	
			<i>Boys</i>	<i>Girls</i>
Argyll	1	2	35	45
Dumfriesshire	3	3	57	56
Inverness-shire	6	8	164	173
Kirkcudbrightshire	1	1	—	15
Orkney	1	1	22	50
Perth and Kinross	2	4	53	64
Ross and Cromarty	2	5	116	165
Sutherland	3	5	97	73
Zetland	2	2	54	55
Totals	21	31	598	696

Particulars of boarding places for school pupils at other residential establishments managed by education authorities are as follows:

Table B1

<i>Education authority</i>	<i>No. of farm schools, rural schools or technical colleges with residential accommodation for school pupils</i>	<i>Places available</i>	
		<i>Boys</i>	<i>Girls</i>
Ayrshire	1	45	—
Dumfriesshire	1	45	—
Lanarkshire	1	60	—
Ross and Cromarty	1	36	—
Sutherland	1	54	—
Glasgow	1	60	—
Totals	6	300	—

*Table C**Central allowances for school children awarded by Scottish Education Department**Applications received and awards made, 1960-67*

Session	Applications received		Awards made		Total no. of awards as % of applications received
	Boarding	Day	Boarding	Day	
1960-61	153	4	140	4	92
1961-62	189	2	145	2	77
1962-63	198	3	170	3	86
1963-64	226	1	174	1	77
1964-65	192	1	149	1	78
1965-66	151	1	117	1	78
1966-67	160	2	118	2	74
1960-67	1,269	14	1,013	14	80

Note: The figures of awards made each year represent the total number of children receiving awards in that year. Applications are renewed annually.

*Table D**Awards made by Scottish Education Department for boarding education at different types of schools*

Session	Grant-aided schools			Independent schools		
	Boys	Girls	Mixed	Boys	Girls	Mixed
1960-61	26	23	13	50	22	6
1961-62	29	23	9	51	28	5
1962-63	25	27	14	59	39	6
1963-64	20	27	16	69	36	6
1964-65	23	19	11	58	33	5
1965-66	16	11	13	43	30	4
1966-67	14	10	13	48	30	3
1960-67	153	140	89	378	218	35

Table E
Applications received and awards made in respect of servicemen's children's school education

Session	Grant-aided schools						Independent schools					
	Commissioned officers		Warrant Officers		Other ranks		Commissioned officers		Warrant Officers		Other ranks	
	Applications	Awards	Applications	Awards	Applications	Awards	Applications	Awards	Applications	Awards	Applications	Awards
1960-61	1	1	Nil	Nil	Nil	Nil	2	2	Nil	Nil	Nil	Nil
1961-62	4	4	Nil	Nil	Nil	Nil	4	4	Nil	Nil	Nil	Nil
1962-63	9	8	Nil	Nil	1	1	11	11	Nil	Nil	Nil	Nil
1963-64	8	8	Nil	Nil	2	1	14	14	Nil	Nil	Nil	Nil
1964-65	6	3	Nil	Nil	1	1	12	7	Nil	Nil	Nil	Nil
1965-66	2	2	1	Nil	1	1	10	5	1	1	Nil	Nil
1966-67	6	3	1	Nil	Nil	Nil	8	6	3	3	1	Nil
1960-67	36	29	2	Nil	5	4	61	38	4	4	1	Nil

Note: From session 1962-63 children of primary school age have not been eligible for awards in respect of boarding education.

Table F
Numbers of independent schools of different types, and pupils in them (1967)

	Type	Boys				Girls				Mixed				All school totals
		Mainly boarding	Mainly day	Day only	Total	Mainly boarding	Mainly day	Day only	Total	Mainly boarding	Mainly day	Day only	Total	
Schools	No. in each type	40	4	5	49	6	8	7	21	6	3	55	64	134
	Total no. on roll	5,136	2,148	859	8,143	1,092	3,016	965	5,073	408	301	4,251	4,960	18,176
Pupils	No. of boarders	4,929	255	—	5,184	895	636	—	1,531	398	42	—	440	7,155

Table G
Size of independent schools, 1967 (Number of pupils on roll, in ranges)

		Up to 200	201-400	401-600	601-800	801 and over
Boys	Mainly boarding	33	6	1	—	—
	Mainly day	2	—	—	—	2
	Day only	3	2	—	—	—
Girls	Mainly boarding	4	1	1	—	—
	Mainly day	—	4	4	—	—
	Day only	5	2	—	—	—
Mixed	Mainly boarding	6	—	—	—	—
	Mainly day	3	—	—	—	—
	Day only	49	6	—	—	—
	Totals	105	21	6	—	2
	Totals as per cent of all independent schools	78.3	15.7	4.5	—	1.5

Table H

Size of public schools, 1967 (No. of pupils on roll, in ranges)

		Up to 200	201-400	401-600	601-800	801 and over
Boys	Mainly Boarding	—	5	1	—	—
	Mainly day	—	—	—	—	2
	Day only	—	—	—	—	—
Girls	Mainly boarding	1	—	1	—	—
	Mainly day	—	—	1	—	—
	Day only	—	—	—	—	—
		1	5	3	—	2

Table I
Analysis of the 11 public schools in Scotland (1967)

	<i>Name and location</i>	<i>Boarding or day</i>	<i>Type of education provided</i>	<i>Total roll</i>	<i>No. of boarders</i>
Boys' Schools	Fettes College, Edinburgh	Boarding only	Secondary	447	447
	Edinburgh Academy	Mainly day	Primary and secondary	1,014	145
	Glasgow Academy	Mainly day	Primary and secondary	925	36
	Glenalmond (Trinity College), Perthshire	Boarding only	Secondary	343	343
	Gordonstoun School, Morayshire	Mainly boarding	Secondary	377	373
	Loretto School, Midlothian	Boarding only	Primary and secondary	294	294
	Merchiston Castle School, Edinburgh	Mainly boarding	Secondary	295	287
	Strathallan School, Perthshire	Boarding only	Secondary	357	357
Girls' Schools	St. George's School for Girls, Edinburgh	Mainly day	Primary and secondary	582	84
	St. Leonard's and St. Katharine's, St. Andrews, Fife	Mainly boarding	Nursery, primary and secondary	496	419
	Esdaile School, Edinburgh (Ministers' Daughters' College)	Mainly boarding	Secondary	140	98

Table J
Fees for day pupils (public schools in Scotland) (1967)

<i>£ per year</i>	<i>Number of schools</i>		
	<i>Boys</i>	<i>Girls</i>	<i>Mixed</i>
Under 100	—	—	—
100-149	—	1	—
150-199	1	—	—
200-249	1	2	—
250-299	1	—	—
300 or more	—	—	—
Average	£222	£182	—

Table K
Fees for boarding pupils (public schools in Scotland) (1967)

<i>£ per year</i>	<i>Number of schools</i>		
	<i>Boys</i>	<i>Girls</i>	<i>Mixed</i>
Under 300	—	—	—
300-349	—	—	—
350-399	1	1	—
400-449	2	—	—
450-499	2	1	—
500 or more	3	1	—
Average	£467	£437	—

Table L
Number of pupils in various age groups in different types of schools

Schools	January, 1967							
	Pupils aged 6	% of total	Pupils aged 10	% of total	Pupils aged 14	% of total	Pupils aged 17	% of total
1. The 11 Scottish public schools	145	0.16	233	0.28	756	0.97	532	4.25
2. All independent schools	1,115	1.2	1,227	1.5	1,544	2.0	838	6.7
3. Grant-aided schools*	825	0.9	1,429	1.7	2,276	2.9	1,239	9.9
4. Education authority schools*	89,588	97.9	80,925	96.8	73,673	95.1	10,430	83.4
Totals	91,528	100.0	83,581	100.0	77,493	100.0	12,507	100.0

*Excluding special schools, grant-aided orphanages and demonstration schools.

Note: 1 is included in 2; the totals are the aggregates of 2, 3 and 4.

Table M
Number of 17 year olds in education authority, grant-aided and independent schools

Schools	1947	1952	%	1957	%	1962	%	1966	%	1967	%
Education authority*	} 5,718†	4,389	74.4	4,549	74.3	8,766	82.4	10,227	82.8	10,430	83.4
Grant aided*		745	12.6	734	12.0	1,125	10.6	1,233	10.0	1,239	9.9
Independent		765	13.0	840	13.7	742	7.0	887	7.2	838	6.7
Totals		5,899	100	6,123	100	10,633	100	12,347	100	12,507	100

*Excluding special schools, grant-aided orphanages and demonstration schools.

†Separate figures for grant-aided and education authority schools not available.

%17 year olds in each category of school as percentage of 17 year olds in all three categories.

Table N
Numbers of public, independent, grant-aided, and education authority secondary schools (1967)*

	Boys			Girls			Mixed			All schools total
	Mainly boarding	Mainly day	Day only	Total	Mainly boarding	Mainly day	Day only	Total	Total	
1. Public schools	6	2	—	8	2	1	—	3	—	11
2. All independent schools	40	4	4	48	5	8	5	18	21	87
3. Grant-aided secondary schools†	1	5	5	11	—	7	7	14	4	29
4. Education authority secondary schools†	Classified figures not available			Classified figures not available			Classified figures not available			633
5. Education authority fee-paying secondary schools	—	—	3	3	—	—	3	3	5	11

*In each category there are some schools which have also a primary department or both a primary and a nursery department.

†Excluding special schools, grant-aided orphanage schools and demonstration schools.

Table O
Number of pupils in different types of school at January, 1967
Total primary and secondary

	Total day and boarding	Total as percentage of Head 1
1. Number of pupils in all schools*	917,034	100
2. Number of pupils in education authority schools*	879,297	95.9
3. Number of pupils in education authority fee-paying schools	17,562	1.9
4. Number of pupils in grant-aided schools*	19,561	2.1
5. Number of pupils in all independent schools	18,176	2.0
6. Number of pupils in public schools	5,270	0.6

Note: Head 2 includes Head 3 and Head 5 includes Head 6.

*Excluding special schools, grant-aided orphanage schools and demonstration schools.

PUBLIC SCHOOLS IN SCOTLAND **WITH BOARDING PLACES**



